DOCUMENT RESUME

ED 035 054 CG 004 885

AUTHOR	Miller, Leonard A.; And Others.
TITLE	Continuing Education for Rehabilitation Counselors: A Review and Context for Practice and Research.
INSTITUTION	Iowa Univ., Iowa City. Coll. of Education.
SPONS AGENCY	Rehabilitation Services Administration (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.
REPORT NO	RD-2314-G
PUB DATE	Aug 69
NOTE	113p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.75
DESCRIPTORS	Audiovisual Aids, Counseling Effectiveness, *Counseling Instructional Programs, *Counselor Characteristics, Counselor Performance, Counselor Training, *Educational Programs, *Instructional Media, *Rehabilitation Counseling, Vocational Counseling

ABSTRACT

This report deals with the continuing education of rehabilitation counselors both during and through employment. This type of a program requires information on how: (1) the structure and patterning of tasks in the work milieu, (2) administrative practices and attitudes, and (3) counselor characteristics can specifically influence what effect continuing educational experiences of both the during-employment and through employment variety have on desired outcomes. Research on instructional media has demonstrated that any format for training can be effective if designed according to what is known about teaching-learning linkage. Audiovisual hardware, macro forms of learning, laboratory experiences, and curriculum level structure are considered. Relating continuing educational outcomes to job performance criteria for the rehabilitation counselor is complicated in many ways, including the relative independence among intermediate criteria of counselor performance. Various studies, in the past, present, and future in continuing education for rehabilitation counselors conclude this report. (KJ)

ED035054

Studies in Continuing Education for Rehabilitation Counselors

Continuing Education for Rehabilitation Counselors: A Review and Context for Practice and Research

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Report No. 1—August 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The University of Iowa

STUDIES IN CONTINUING EDUCATION FOR REHABILITATION COUNSELORS

Report No. 1, August, 1969

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The University of Iowa Studies in Continuing Education for Rehabilitation Counselors are supported, in part, by Research Grant RD-2314-G from the Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D. C. 20201.

Special thanks are due Mrs. Patricia Hoback whose typing skills were used in the preparation of the manuscript for this Report.

FOREWORD

Studies in Continuing Education for Rehabilitation Counselors (SCERC) are being directed by a research staff that was organized at The University of Iowa in 1966 for the purpose of developing and carrying out a program of research in this general area. This program has significantly involved three professors and five doctoral students to date.

From the beginning, at regularly scheduled developmental conferences, in collecting data, in developing learning units, in monitoring the on-going study, and in analyzing data, the contributions of all members of the team were significant enough to merit author status on current SCERC publications. Senior authorship is granted to the person(s) primarily responsible for initial manuscript preparation of this publication; thereafter, the listing of contributing members is alphabetical.

The current Studies in Continuing Education for Rehabilitation Counselors are also the product of cooperation by the directors, training directors, research helpers, district supervisors, and counselors in the Illinois, Iowa, and Minnesota State-Federal vocational rehabilitation agencies. Their willingness to become involved in long-term research reflects a high level of professionalism. We would like to recognize specifically the directors of these three state agencies: Alfred Slicer (Illinois), Jerry Starkweather (Iowa), and August Gehrke (Minnesota). We would also like to recognize their training directors: Philip Kolber (Illinois), William Herrick (Iowa), and Joseph Steen (Minnesota).

Studies in Continuing Education for Rehabilitation Counselors are made possible by major financial support from the Rehabilitation Services Administration, Department of Health, Education, and Welfare (RD-2314-G); the Studies are greatly facilitated by the staff of the Research and Demonstrations Division of that agency who encouraged the development of this program of research.

Summary and Guidelines for Research and Practice In the Continuing Education of Rehabilitation Counselors in State VR Agencies

Listed below are "Factors to Consider" and "Recommendations" that summarize guidelines for research and practice suggested by the materials included in this monograph. These considerations and recommendations are repeated in pertinent parts, at the end of Chapters II, III, and IV. All of them are listed here, and are offered as an efficient summary of the most significant and operationally useful conclusions to be drawn from the data and information presented.

Factors to Consider	Recommendations
1. A continuing educational program should not unduly interfere with the performing of the services the counselor is employed to provide.	A. A continuing educational program should be based in the district or area office where the participating counselor is employed.
2. A continuing educational program should keep unproductive time (travel, equipment changes, etc.) to a minimum.	B. The content of a continuing educational program should be counselor task-oriented; care should be taken to explicate the relationship of occupational and job-level material to active concerns of the counselor in specific settings.
3. A continuing educational program should meet the counselor's need for practical, concrete training.	
4. A continuing educational program should be adaptable to individual counselor work schedules.	
5. A continuing educational program must allow a counselor to begin training immediately upon employment, and this training must be relevant to his assessed needs.	C. The format of continuing educational experiences should allow a counselor to take the training on an individual basis, and when convenient to him.

6. A continuing educational program should allow a counselor to take training when it is most relevant to him, such as when he is facing specific operating problems.

7. A continuing educational program should allow both trained and untrained counselors to continue developing increased competence.

8. The counselor should see that continuing education is a valuable, necessary part of his work behavior.

9. A curriculum-level structure is needed for the continuing education of the rehabilitation counselor.

10. The maintenance of a comprehensive continuing educational program will require accurate feedback to administrators.

11. The construction of specific learning experiences should incorporate teaching-learning links as far as possible.

12. With the adult learner, auditory and visual instruction can be effectively handled in several ways. The goal of multi-media display of content can often be handled with relatively inexpensive methods.

D. The range of content in educational experiences should be broad and adapted to varying backgrounds, training, and needs of counselors.

E. Time, on the job, should be scheduled for continuing educational experiences.

F. A continuing educational program should have clearly defined relationships with work rewards, such as promotions, salary increments, etc.

G. The administrators of VR agencies, with their counselors, should develop a comprehensive plan for a continuing educational program.

H. A cumulative training record form should be designed and maintained on counseling personnel.

I. Agencies should utilize available universities and colleges to purchase pre-packaged learning experiences according to agency specifications.

J. Agencies should conduct an inventory of instructional resources for possible inclusion of existing resources into a comprehensive continuing educational program.

13. Independent study methods are as effective as face-to-face instruction for concept development.

14. The design of laboratory experiences, for skill and proficiency development should capitalize on through-employment experiences.

15. Learning experiences for changing counselor attitudes and dispositions should be well defined in terms of goals. The role of such learning experiences is quite restricted.

16. Job-performance criteria for rehabilitation counselors are hierarchical, ranging from immediate to ultimate in scope.

K. The use of expensive audio-visual hardware should be avoided.

L. For developing concepts, workshops or centralized meetings should be avoided, unless their relative expense can be rationalized in terms of unique resources. Generally, prepackaged, independent-study procedures, prepared according to agency specifications, can proceed at district levels.

M. The use of special forms, the use of supervisory personnel trained in handling specific learning experiences, and attention to teaching-learning links should be encouraged in designing laboratory experiences around the actual tasks which counselors perform while giving services.

N. The use of learning experiences for changing counselor attitudes and dispositions should be job-task oriented, with a goal to enhance current work behavior, not to alter personality characteristics.

O. Periodically, an agency should examine the products of its current delivery-of-services, to ascertain the viability of the system as a whole.

	P. Job components in the rehabilitation process, that are believed necessary for desirable outcomes on ultimate criteria should be normed for measuring the effects of continuing educational experiences.
17. Continuing educational experiences for rehabilitation counselors are hierarchical, and culminate in actual job skills.	Q. The evaluation process for concept development and dispositional learning experiences should be primarily for learner feedback. R. The evaluation process for skill-learning experiences should be tied most directly to intermediate criteria for counselor performance on necessary rehabilitation process components.
18. Norms on counselor job-performance must be meaningful in a practical way.	S. Competence norms, based on a "mastery concept" rather than a "relative performance", should be developed. T. Competence norms should focus on specialized, job-oriented skill in rehabilitation-process components not ordinarily possessed by most adult human beings. U. Counselor evaluation on job-performance criteria should be a cumulative process, not a single event in time.

19. Job-performance criteria for rehabilitation counselors can be criteria of satisfactoriness or satisfaction.

V. Micro-skill experiences that allow the development of explicit competence in rehabilitation-process components should be developed.

W. Statistical treatment of evaluative data should be primarily descriptive. Statistical help can be purchased after a basis for competence norms is established.

X. Dispositional learning experiences, primarily for intra-agency communication and functioning, should be measured on criteria of counselor satisfaction. Dispositional-learning experiences, focusing on the performance of a specific job-task, should be measured as part of a skill experience.

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I. Introduction

This report is the first in a series of reports that will deal with the continuing education of rehabilitation counselors. It reviews the literature on the problems related to the continuing education of professional workers, and sets forth guidelines that are being followed in the programmatic research underway at The University of Iowa. It attempts a useful synthesis of both the theoretical foundations of learning and practical suggestions for implementing such concepts in the continuing education of rehabilitation counselors.

The continuing education of rehabilitation counselors is usually labeled "inservice training" by their administrators. The term "inservice training" implies that training and employment are concurrent, which is not the distinction that will ordinarily be made in this report. It will be more useful, most of the time, to think of continuing educational methods along two dimensions.

The first dimension concerns the general forms such training can take. These forms can be (a) continuing education during employment, and (b) continuing education through employment. As the report will more clearly show, the two forms of continuing educational experiences can and at times should be merged, but they are different enough from each other to merit separate discussion at times. By continuing education through employment, is meant the planned restructuring of job tasks so as to achieve desired changes in dispositions, skills, and/or information which counselors possess and which have some influence on job-related criteria. For example, a counselor might be assigned several mentally retarded clients, and by the use of specially prepared forms, tape recordings, etc., receive special supervision in his handling of such clients. Here the counselor performs a given part of his job consciously aware that it is a learning experience. This might be thought of as structured work experience; such continuing educational experiences are particularly appropriate for learning how to apply knowledges already in the counselor's possession. In this respect, the function of through-employment experiences parallels the function of on campus practicum and clinical practice (Joint Liaison Committee, 1963) in university training programs which aim primarily at developing skill(s) or proficiency. This might be thought of as the "work-sample" approach to teaching; work samples are usually used in evaluation (Moed, 1960; Rosenberg and Usdane, 1963; Sakata and Sinick, 1965).

Continuing education during employment is composed of experiences a counselor might receive away from his job, such as in workshops or classes on a college campus, or at annual state staff meetings. If he were to bring case files of his clients to the campus for discussion, this would be a blend of both approaches.

The second dimension of continuing education concerns the _general level of presentation_ in such training. The classifications can range over (1) occupational training, (2) job training, and (3) position training. The meanings here are similar to those used by Shartle (1946) when he speaks of _occupations_ as being similar jobs in several establishments; _jobs_ are similar work tasks in the same establishment; and _positions_ are given set of tasks. Counselors need continuing educational experiences at the occupational level (i.e., they should learn the things all rehabilitation counselors know); counselors need such experiences at the job level (i.e., they should learn things that all counselors in their agency know); and finally they need educational experiences at the position level (i.e., they should learn the things that only their particular work tasks call for).

The content in a given continuing educational experience may range over all levels of presentation, but the through-employment experience is much more apt to contain content at the job and position levels; during-employment experiences are more apt to contain occupational-level content. These occupationally-oriented dimensions are related to and merge with concepts derived from learning theory.

On a given working day, a rehabilitation counselor possesses a repertory of dispositions, skills and information which cause him to act in certain ways with respect to his job. He might, for example, reject a client another counselor would have accepted (Dishart, 1965). He might or might not interpret an interest inventory so as to act on that information in a manner that benefits his clients. He may also be more dissatisfied with his job than most counselors working in that setting. In his dispositions to act, such as values and attitudes, in his demonstrated skill in performing a task, as well as the knowledge he needs to cope with job demands, he reveals his previous learning.

But a counselor has learned in both formal and informal ways. Formally, he has attended schools, where the educational programs were more ore less definable sequences of experiences, planned to change the learner so as to produce desired personal and organizational outcomes. Some experiences, have been focused on giving him information; some were designed to allow him to practice a skill; others were designed to change his dispositions, i.e., values, attitudes, aspirations, etc. Informally, in social situations, he has also learned what dispositions his peers expect and, through gossip, he has collected considerable information.

This report deals with issues and problems in the continuing education of rehabilitation counselors in the formal sense of education as being a planned sequence of experiences for ultimately producing desired outcomes on the job. As such, the sequence of experiences must have the primary intent of changing dispositions, skills, and/or providing information that enables counselors to achieve desired outcomes. A profession must not only define the formal educational sequence for members prior to entry into the field, but it must also establish formal, continuing educational programs to maintain effective work behavior in its members. No profession has solved its continuing educational problems, although, advances have been made in education (Bureau of In-service Education, 1966; Elder, 1961; Gilchrist, 1959; Moffitt, 1963; Nelson, 1964), aviation (Hoehm and Lumsdaine, 1958; Larkins and Jewell, 1958), medicine (American Medical Association, 1966, Ebbert, 1960; Law, 1965; Robertson, 1961; Robertson, et al, 1965; Woolsey, 1960; Worledge, 1966), and the military (Clark and Sloan, 1964; Crawford, 1967; Eckstrand, 1967; Saettler, 1968; Sheldon, 1967), to name some.

The dilemmas which arise in the continuing education of rehabilitation counselors, as this report will more fully show, are related to many of the unsolved problems still existing in the rehabilitation counselor's job. They are tied most closely to current inability to get wide agreement on measures of successful counseling performance (Muthard and Miller, 1966), or to achieve closure on the necessary and sufficient training and skills a counselor should possess (Ellwood, 1968; Olshansky and Hart, 1967; Patterson, 1968). The solutions to more limited problems connected with the continuing education of rehabilitation counselors, such as the retrieval and use of research findings by the counselor, depend to a great extent on the answers that will be developed for these larger problems. As the rehabilitation counselor working in a state-federal agency moves into new settings, e.g., correctional institutions, or in so far as his job becomes more specialized in either clientele or function, the larger questions of criteria for success and necessary training must be answered repeatedly before the continuing educational programs of state-agency rehabilitation counselors develop adequate coordinated experiences with demonstrated relationships to desired job outcomes. In a real sense, the continuing educational problems and changes required will always be present as the job setting, type of clientele, and counselor personnel continue to change (Kramer, 1966; RSA, 1968).

II. The Context for the Continuing Education of Rehabilitation Counselors

A. Introduction

The way we think about the continuing education of rehabilitation counselors determines to a large extent what we will do about it. Consequently, the concepts which agency administrators and counselors hold of their work comprise a context out of which continuing educational practices grow. This brief examination of some of the more important concepts held in state vocational rehabilitation (VR) agencies, and their probable influence on continuing educational activities should help in designing and implementing a more effective program of continuing education.

One major concept or perception which VR agencies have of their activities might be labeled a set-to-give-services, or a service orientation (Goldin, 1965). Since these agencies are charged both by the federal and state governments to provide current services to handicapped clients, it is reasonable that such an orientation be an important part of agency policy and thinking. However, such a perception might well lead to implementing a very sketchy uncoordinated program of continuing education for counselors, one designed to interfere least with delivery of client services (Harbridge House, 1963).

A review of the literature has uncovered no formula for estimating what proportion of company time an employee should devote to a continuing educational program. In areas where knowledge is advancing rapidly, where changes in equipment or job tasks are relatively rapid, such as computer technology and aviation, it is probably not unusual for 25% of the work time to be devoted to continuing education. On the other hand, in relatively stable, less complex jobs a much smaller proportion of work time needs to be allocated this way. Although time required for continuing educational experiences is also related to the delivery system for instruction, i.e., the management of instructional media and content, it seems reasonable to assume that a certain minimum amount of time must be allocated to such activities for the rehabilitation counselor, even when the educational program is highly efficient. For agencies that recruit mainly untrained personnel, a highly efficient continuing educational program would be necessary to stay within minimum time allocations and still achieve desirable results on criteria related to agency mission. For a typical state VR agency, recruiting both trained and untrained counselors, and operating an efficient continuing educational program which produces desirable outcomes, it is not unreasonable to suppose that ten percent of the counselors' work time should be set aside for such a program. As one considers the present and growing complexity of the counselor's job, with expanded disability categories being served, such an estimate appears conservative. An important consideration is reduction of unproductive training time to a tolerable level, e.g. eliminating extensive travel time, and time spent in waiting for equipment changes or instructors.

When specific continuing educational proposals are evaluated by VR administrators, it is safe to assume that an important criterion by which such proposals are judged is the amount of time they will divert from the time available for client services. Short-term training workshops became relatively desirable, for example, because all counselors can receive some educational experiences at the same time, making such workshops more "efficient" in terms of time demands on the counseling staff. However, such workshops are more apt to emphasize occupational-level training, because of the need to keep content quite general when instructing an audience from many settings. Consequently the topics presented in such workshops are likely to be too theoretical for service-oriented participants from state VR settings (Wright, et al, 1968).

In a 1966 survey of counselor educators (Carlson, 1966), 77% of the 31 educators responding indicated they had sponsored at least one workshop for state vocational rehabilitation (VR) personnel in the prior two years. This demonstrates how prevalent workshops have become, for example, when it is further noted in this survey that only 32% of these educators taught an extension class primarily for state VR personnel and only 39% served as consultants on an overall staff development program for a VR agency. In another study (Wright, et al, 1968), nearly one-half of 87 counselors surveyed reported that their training was too theoretical and lacked sufficient practicum; the implication was that more "practical", "concrete" training would have been desirable. Such training content apparently would be at the position-level, with the bulk of the continuing education being given in through-employment experiences.

This Wisconsin study by Wright, et al, also found that 58% of 199 counselors responding in the survey thought in-service training should be improved, and approximately 22% recommended more workshops or seminar-type events. What the literature has to point out about the general training effectiveness of short-term, training workshops will be presented in the chapter on comparision of media for training. However, two important characteristics of such workshops for VR agencies, ignoring their demonstrated training effectiveness for the moment, are the savings in time and the relative ease of implementing them. This makes them consonant with the set-to-give-services orientation of the VR agencies.

Allied to the service orientation and a major part of such a set is the prevalent view of VR personnel that the most desirable form of giving services to a client often is to take some direct action on his behalf. Such an action, for example, may be to send the client for training or to locate a job for him. Probably part of this compulsion stems from large caseloads and a work pattern which results from attempts to cope with such a caseload. In a study conducted by Muthard and Miller (1966), it was demonstrated that VR personnel describe direct-action counselor behavior as "good behavior" to a significantly greater degree than do counselor educators. This was true for trained counselors holding an M.A. degree as well as for untrained counselors, supervisors, and agency administrators.

The counselor who sees his job as providing direct, concrete help to clients, rooted in commonsensical notions of what is needed and should be provided, will probably not desire nor benefit from occupational-level continuing educational experiences that challenge his view of his job. For example, training in counseling theory that describes the counselor-client interaction in ways that do not include or endorse direct intervention on behalf of the client will not be well received by counselors who subscribe to direct intervention as a principal strategy.

Perhaps counselors desire certain continuing educational experiences to better cope with agency demands, while entertaining different preferences for training experiences on the basis of their definition of rehabilitation counseling as a profession. In the Goldin study (1965), 84% of the counselors responding thought that only 20% or less of the counselor's total time should be spent on cases which have a doubtful prognosis for vocational rehabilitation. Yet, in the same group of counselors, 76% of the them stated that the rehabilitation of severely disabled and chronically ill persons for independent living was as important as vocational rehabilitation. Goldin interprets this as indicating a conflict within the counselors, caused by an agency requirement for productivity in rehabilitating as many people as possible, and the emotional commitment of counselors which includes helping disabled persons to live at a higher functional level without necessarily becoming gainfully employed. Krause (1965) also points out that certain structured strains are created in the role of the rehabilitation counselor by his employing organization and by the community. He cites the "product" orientation of the agency to achieve placements for vocationally feasible clients, large size of caseloads, and time restrictions, as some of these strains.

Since the service and direct-action orientation of VR personnel, both administrators and counselors, is related to what is seen as desirable methods and topics of continuing education, as well as to what is regarded as desirable criteria for evaluating such education, the probable influence of such orientation will be examined throughout this report. What is most clearly apparent is that continuing education, as it is practiced and might be practiced in state VR agencies should be related to wider issues and concepts connected with the counselors's job.

In concluding this section, it might also be pointed out that the amount of administrative control over the counselor's decision making, particularly in expending funds and implementing novel plans, would influence how effective certain educational experiences might be. If most of his planning and operating must be countersigned by higher officials, then it might be supposed that occupational-level training during-employment, for example in topics of a theoretical bent on decision-making, would have little effect on a counselor's job behavior.

B. Influence of Work Environment

The work environment of the counselor who is employed in a state VR setting presents certain barriers and selective influences in the development of a meaningful sequence of continuing educational experiences, influences aside from the attitudes of counselors and administrators. Both the structure and pattern of counselor work activities make certain continuing educational practices more or less feasible and effective.

Rehabilitation counselors even in the same office typically carry caseloads of clients with whom only they, as counselors, are working. On any given day the pattern of their work tasks, with respect to such individual caseloads, may vary widely across counselors. Counselors may, on any given day, be performing different tasks and be actively concerned with different kinds of problems. Consequently, when a continuing educational event is scheduled, on a given topic, in any given period, it may have more immediacy and interest for some counselors than for others. As a result, in terms of work patterning, particularly for training at the position-level, scheduled continuing educational experiences through employment have much to recommend them. Such educational experiences can thus be tied to immediate problems and concerns of the counselor.

In terms of structure, certain job tasks which the counselor performs are relatively invisible and are performed autonomously; and it is difficult to interject a training element into such tasks. For example, in counseling interaction the one-to-one relationship between counselor and client is changed when an observer or trainer is injected into the situation (Roberts and Renzaglia, 1965). As another example, the counselor usually privately contacts employers and many other significant people in the community; consequently, the counselor's actual placement and public relations behavior is also relatively invisible and performed autonomously. Because of this, it is difficult to incorporate many through-employment continuing educational experiences in such activities.

Other factors in the structure of work tasks performed by the counselor which shape continuing educational needs and practices are specialization of job tasks and the locale where the job is performed. If an agency has divided the rehabilitation process into different segments, for example, intake, case services, placement functions, and employs counselors to perform primarily in one of these segments of the process, it is obvious that counselors will need differing educational experiences that will be related to the segments in which they perform. The Iowa VR agency, for example, has established a three-unit system that differentiates job tasks into intake, case services, and placement. As far as counselor job responsibilities are concerned, the range of continuing educational experiences can be restricted to those most appropriate for his unit; as far as his personal career development is concerned, such restriction of experiences may be harmful.

The locale in which a counselor works has several structural aspects that influence continuing educational practices. The counselor who works primarily in an urban office with several other counselors who might help stimulate him, has continuing education and methods available that can be utilized in an educational program. Wasson and Strowig demonstrated that school counselors in locales where several counselors worked together read more of the professional literature and developed more professional attitudes than did isolated counselors (1965, 1965). Counselors in a state VR setting typically work in a decentralized, district-office situation. This imposes certain limitations on how much exposure all counselors in the agency can receive to educational experiences without resorting to centralized meetings.

The opportunities for continuing education through employment as well as during employment are greater in settings that allow quite frequent contacts with other professionals and facilities, such as in rehabilitation centers, employment offices, medical clinics, and universities. Taylor set out to discover what influence, if any, organizational, geographical, and financial factors had on the inservice teacher-education program in 100 Indiana High Schools (1959). He found that the larger schools employing the greater number of teachers and located in the larger, wealthier cities had the more extensive inservice teacher-education programs. He concluded that better educated teachers for better schools depend, in part, on school districts being large enough and wealthy enough to provide adequate inservice teacher-education programs.

Perhaps the most powerful influence on the development and effect of continuing education for rehabilitation counselors in state VR settings stems from the reinforcers or rewards that are offered in such settings for pursuing continuing educational experiences. The attitudes toward continued training held by significant others in the work environment, both supervisors and co-workers, can be an important source of such influence (Kelley and Thibout, 1954;

Blake, 1958). If status devolves on persons who pursue an active continuing educational program, it can be expected such a reward will lead to a more extensive program of continuing education.

Monetary rewards and job advancement have been used as reinforcement for continuing education in public school teaching (Edmonds, et al, 1966); however, the form of this education has typically been additional course work at a university. In other words, occupational-level training, during employment, has been the primary type of training for public school teachers.

Continuing education for rehabilitation counselors, particularly of the through-employment variety, has not been recommended as a substitute for professional resident training in graduate programs of rehabilitation counseling (American Rehabilitation Counseling Association, 1968). In some respects, this is unfortunate, since the implementation of such a recommendation would be a very potent reinforcer for untrained counselors to develop their potential through continuing educational experiences, and thereby gain the accolade of being "trained".

C. Influence of Counselor Characteristics

The factors in the learner which help account for variation in outcomes from educational experiences are legion. Generally, they might be classified as achievement-aptitude factors, and dispositional factors. Many of these learner characteristics have an interaction effect with such things as environment, topic of the educational experience, and method of presentation, which produce an outcome not ascribable to learner characteristics alone (Briggs, 1968; Lumsdaine, 1963).

Under achievement-aptitudes special learning capabilities (e.g., a capacity to develop easily a repertoire of manual speech signs with deaf people) must be considered. Dispositional factors encompass those learner characteristics which predispose him to act a certain way. They include desire to learn, interest, values, and personality factors.

With respect to previous learning, it might be relatively safe to assume that counselors in state VR agency settings and trained in graduate programs of rehabilitation counseling have higher levels of knowledges required for their jobs than counselors not so trained. This must certainly be true at least at the level of occupational education, if not at the position or job levels. There is currently no published empirical evidence on this.

It is assumed that the rehabilitation counselor in a state VR setting has average mental ability. It is quite possible that counselors in state settings who have been trained in graduate programs and thus have been selected on some academic basis, might test out somewhat above average for college students as a whole. This has yet to be established.

There is also some reason for assuming that counselors in state settings, trained in graduate programs of rehabilitation counseling, might differ systematically on certain dispositional factors when compared with untrained counselors. For example, their election of a graduate training program in rehabilitation counseling may predispose the trained counselors to have a greater interest in and satisfaction with their jobs, a more "professional" image of their work, a different set of values about clients, etc. (Dishart, 1965; Eddy, 1960; Smits, et al, 1968). The results of Goldin's study (1965) would suggest that counselors view themselves as psychotherapists, having low prestige, and using medicine and psychology as professional reference groups. This study suggests certain predispositions in counselors in state VR agencies that would affect continuing educational outcomes. The previously discussed set-to-give-services and set-to-take-direct-action are also apt to be counselor characteristics which influence the effectiveness of any given continuing educational experiences.

D. Summary and Guidelines for Research and Practice

A continuing educational program for rehabilitation counselors in state VR settings requires information on how the structure and patterning of tasks in the work milieu, administrative practices and attitudes, as well as counselor characteristics can specifically influence what effect the continuing educational experiences of both the during-employment and through-employment variety have on desired outcomes. Ideally, a continuing educational program would take into account what is already known about some of the factors enumerated above; and research should continue to produce further information for program evolution. In addition, such a program of continuing education should incorporate what the literature has to tell about the process of learning and effective strategies for managing instructional media. The learning and strategy factors will be dealt with in the next chapter.

Table 1

RECOMMENDATIONS FOR RESEARCH AND PRACTICE

Factors to Consider	Recommendations
1. A continuing educational program should not unduly interfere with the performing of the services the counselor is employed to provide.	A. A continuing educational program should be based in the district or area office where the participating counselor is employed.
2. A continuing educational program should keep unproductive time (travel, equipment changes, etc.) to a minimum.	B. The content of a continuing educational program should be counselor task-oriented; care should be taken to explicate the relationship of occupational and job-level material to active concerns of the counselor in specific settings.
3. A continuing educational program should meet the counselor's need for practical, concrete training.	
4. A continuing educational program should be adaptable to individual counselor work schedules.	
5. A continuing educational program must allow a counselor to begin training immediately upon employment, and this training must be relevant to his assessed needs.	C. The format of continuing educational experiences should allow a counselor to take the training on an individual basis, and when convenient to him.
6. A continuing educational program should allow a counselor to take training when it is most relevant to him, such as when he is facing specific operating problems.	

7. A continuing educational program should allow both trained and untrained counselors to continue developing increased competence.

8. The counselor should see that continuing education is a valuable, necessary part of his work behavior.

D. The range of content in educational experiences should be broad and adapted to varying backgrounds, training, and needs of counselors.

E. Time, on the job, should be scheduled for continuing educational experiences.

F. A continuing educational program should have clearly defined relationships with work rewards, such as promotions, salary increments, etc.

III. The Management of Instructional Media for the Continuing Education of Rehabilitation Counselors: Teaching-Learning Linkage

A. Introduction

In the continuing education of rehabilitation counselors, there is involved an educational process, a process that must be managed in a fashion that produces desired outcomes. In this respect, it is similar to the rehabilitation process which a state VR agency provides to achieve desired outcomes with clients. Drawing the analogy a little closer, it might be added that planning, continuity, and feedback are as crucial in the continuing educational process as in the rehabilitation process.

The fact that the educational process is not clearly defined should not cause embarrassment. The educational process is an endeavor to use any of the disciplines of knowledge to achieve desired changes in learners. It is mission-oriented and in this respect requires a collection of knowledges and tasks to be performed. Again, it closely resembles the rehabilitation process.

The ideational structure which is used to create and implement an educational process can be viewed as two somewhat distinct, but interlocking, systems. They can be labeled as (1) Learning Theory and (2) Instructional Technology (Media Usage). Although the focus in this chapter will be primarily on the management of instructional media, and on the pertinent research which supports specific media usage, it will be profitable to review the more important concepts emerging from learning theory, in order to gain better perspective on the continuing educational process of rehabilitation counselors.

Learning theory, without much empirical support, and with a great deal of difficulty, has attempted to extropolate specific suggestions for learning conditions in animals and children, to learning in the adult human being. As a result, theory many times deteriorates into a list of "dos" and "don'ts", particularly when a piece of instructional hardware is said to incorporate the "laws of Learning" (Briggs, et al, 1967; Saettler, 1968). In the section of this chapter on Management of Instructional Media, a closer look will be taken at claims pertaining to learning theory and specific media usage.

In its broadest sense, learning theory can subsume the field of psychology, or can become a synonym for psychology.

For example, since learning theory deals with changing human behavior, some variant of learning theory has been adapted to counseling (Pepinsky & Pepinsky, 1954), psychotherapy (Dollard & Miller, 1950), personality theory (Shaffer & Shoben, 1956), and social psychology (Bandura & Walters, 1963; Zajonc, 1966). There are theorists who would argue that the psychologist, whether he knows it or not, is usually studying and is concerned with some learning process, and is most effective when he explicitly recognizes this. As a result, there is probably as much range and diversity in learning theory as there is in all psychological theorizing.

Historically, current learning theories developed out of school settings or animal research (Saettler, 1968), and were generalized to psychotherapy, counseling, and to industrial and adult educational settings. The diversity of learning theories reflects the diversity of their intellectual ancestors. Learning theory has drawn upon such philosophers as Socrates (the Socratic Method), Locke (Tabula Rasa), Rousseau (Noble Savage) and later figures such as Pavlov (Conditioning), Wertheimer (Gestalt), and Herbart (Faculty Psychology). Since it is not the intent here to present a historical review of learning theory development, the following readings are recommended to those who might wish to pursue this subject further:

Saettler, P. A history of instructional technology, New York, McGraw-Hill, 1968.
Hilgard, E. Theories of learning, (2nd Ed.), New York, Appleton-Century-Crofts, 1956.

An important development in learning theory has been the recognition that there are several different types of learning (Gagne, 1965). By understanding the limited role that each type of learning plays in achieving a given defined educational outcome or objective, it is possible to prescribe more effectively a sequence of educational experiences which, in their total impact, can accomplish defined objectives. Gagne (1965), has described the types of learning as follows:

Type 1 - SIGNAL LEARNING
The individual learns to make a general diffuse response to a signal. This is the classical conditioned response of Pavlov (1927).

Type 2 - STIMULUS-RESPONSE LEARNING
The learner acquires a precise response to a discriminated stimulus. What is learned is a connection (Thorndike, 1898) or a discrimina-

tive operant (Skinner, 1938), sometimes called an instrumental response (Kimball, 1961).

Type 3 - CHAINING
What is acquired is a chain of two or more stimulus-response connections. The conditions for such learning have been described by Skinner (1938) and others, notably Gilbert (1962).

Type 4 - VERBAL ASSOCIATION
Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor) chains. However, the presence of language and the human being makes this a special type because internal links may be selected from the individual's previously learned repertoire of language (cf. Underwood, 1964).

Type 5 - MULTIPLE DISCRIMINATION
The individual learns to make n different identifying responses to as many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree. Although the learning of such stimulus-response connections is a simple Type 2 occurrence, the connections tend to interfere with each other's retention (cf. Postman, 1961).

Type 6 - CONCEPT LEARNING
The learner acquires a capability of making a common response to a class of stimuli that may differ from each other widely in physical appearance. He is able to make a response that identifies an entire class of objects or events (cf. Kendler, 1964).

Type 7 - PRINCIPLE LEARNING
In simplest terms, a principle is a chain of two or more concepts. It functions to control behavior in the manner suggested by the verbalized rule of the form, "if a, then b," where a and b are concepts. However, it must be carefully distinguished from the mere verbal sequence, "if a then b," which may also be learned as type 4.

Type 8 - PROBLEM SOLVING
Problem solving is a kind of learning that requires the internal events usually called "thinking." Two or more previously acquired principles are somehow combined to produce a new capability that can be shown to depend on a "higher-order" principle.

Gagne attempts to show that each variety of learning begins with a given state of the organism and ends with a different capability for performance. He believes, therefore, that the differences among these varieties of learning outweigh their similarities. Gagne argues that the most important class of conditions that distinguish one form of learning from another occur in the initial state of the learner. More complicated learning, in effect, requires that some form of the previous types have already been achieved. To teach problem solving, for example, the previous types of learning, Types 1 through 7, are prerequisites. If it is assumed that the various types of learning described above constitute a valid way of approaching the problem of learning, it becomes more apparent that in the achievement of any global educational objective, multi-media instruction must be considered.

McGehee and Thayer (1961) in discussing fads and fashion in modern training in industry, pointed out that in supervisory training the lecturing techniques became outmoded and were supplanted by the conference method of instruction.

> Training directors accordingly became more concerned with proper arrangements of the conference room than with what actually took place in the conference. Conferences were held on a wide gamut of subjects such as labor relations, how free enterprise works, and safety. The question was never raised as to the outcomes desired or whether or not the conferences were necessary to secure organizational goals. Similar situations exist in the use of the case method, the incident technique, and role playing. Training directors and line management often become so intrigued with techniques that they lose sight entirely of the purpose training should serve in their organization. Then, when the particular training fad fails to produce its miracle, it is dropped and supplanted by a newer fad.

Briggs, et al, (1967) have adopted the assumption in their analysis of multi-media instruction that "to supply the instructional events needed for each type of learning and to display instructional stimuli required in the sensory mode and quality needed, various media (audio-visual) devices are of differential effectiveness, depending upon the exact learning requirement imposed by the educational objective." Examples of media include the teacher's voice, smile, or pat on the shoulder; books; charts; physical objects; pictures; sound tracks; TV; and sound-motion pictures. Such events as field trips and laboratory exercises are composed of exposure to one or more of these media for presenting stimuli. Once one specifies in detail the instructional events and the stimuli required, he is ready to choose the media by which the stimuli may be presented. Convenience, cost, reliability and ease of switching from one medium to another should be considered, along with other factors, in making the choice. Briggs, et al, (1967) further state that "ideally, each behavioral objective would be stated in terms of a sufficiently limited scope of instruction so as to involve only one kind of learning." For one reason or another, they cannot be broken down into an extended sequence of limited objectives, each of which would involve only one kind of learning.

To further complicate matters, there appears to be an interaction effect among type of learning, method of instruction, and aptitude for learning. For example, Taylor and Fox (1967), using Army trainees, demonstrated that performance in each type of learning (Type 2 through Type 7) was related to trainee scores on the Armed Forces Qualification Test (a mental ability test). The tasks to be learned ranged from simple maintaining of a control panel (Type 2) through plotting a target on a map, given certain information (Type 7). These investigators found performances (e.g., fewer errors, quicker responses) were also related to training method. In level-of-principles learning, method of instruction was critical in whether the low aptitude group learned at all.

To some extent, alternate ways of describing learning parallel Gagne's types of learning. These include concrete versus abstract learning; rote versus problem-solving learning; receptive versus discovery learning. Saettle (1968), in discussing the history of instructional technology states that:

> The physical science concept of instructional technology usually means the application of physical science and engineering technology, such as motion picture projectors, tape re-

> corders, television, teaching machines....the physical science concept of instructional technology is that which casts materials (audiovisual) and machines (still and motion picture projectors) etc., in nonverbal roles and some of the more traditional media (lectures, books) in verbal roles. The assumption underlying this view is that nonverbal media are more concrete and effective, and that the perennial villain in the teaching-learning process is "verbalism"....This rationale has led to an abstract-concrete dichotomy which is, in fact, no dichotomy at all, since both verbal and nonverbal media and/or signs vary along an abstract-concrete continuum. It is not true, for example, that the pictorial is inevitably "real" or "concrete". It can be highly abstruse and abstract. What is more, whether we speak with words or pictures, we must abstract if we are to generalize or develop concepts about the world in which we live.

Ausubel (1960) has also pointed out that:

> It is frequently maintained....that abstract concepts and generalizations are forms of empty, meaningless verbalism unless the learner discovers them autonomously out of his own concrete, empirical problem-solving experience. Careful analysis of this proposition reveals, in my opinion, that it rests on three serious logical fallacies: (a) a straw-man representation of the method of verbal learning; (b) the prevailing tendency to confuse the reception-discovery dimension of the learning process with the rote-meaningful dimension; and (c) *unwarranted generalization of the distinctive developmental conditions of learning and thinking in childhood to adolescence and adult life*. (Italics added)

Ausubel developed what he has labeled the "subsumption" theory in learning. Essentially, he presents the case for subsuming the material to be learned by giving the learner "advance organizers". Consequently, the learner does not need to discover the principle to be learned by examining discrete facts; rather, he validates the advance organizer by *subsuming* the facts. Research has demonstrated the effectiveness of such an approach on several criteria of performance, particularly retention (Ausubel, 1960).

The development of instructional media is not tied to learning theory in any clearly documented way (Saettler, 1968). Briggs, et al (1967) point out that "there is competition among the media producers for their media to have a prominent place in the total array of items to be used, in the absence of a theory upon which justification could exist for teaching each type of educational objective by a medium having special relevance for the kind of learning conditions required."

Specifying the types of learning involved and utilizing multi-media to achieve the overall objective call for the adoption of some type of strategy for instructional media, and content can be thought of as instructional management, strategy (Kapfer, 1968). Several writers (Kludt, 1967; Briggs, et al, 1967) adopted what was described as a "systems approach" for developing strategy in instructional management. The systems approach, a term that has come out of the aerospace industry, is essentially an attempt to deal with the total array of problems involved in setting up an inservice training program, by utilizing several conceptualizations about the relationships between educational problems and the process of developing solutions.

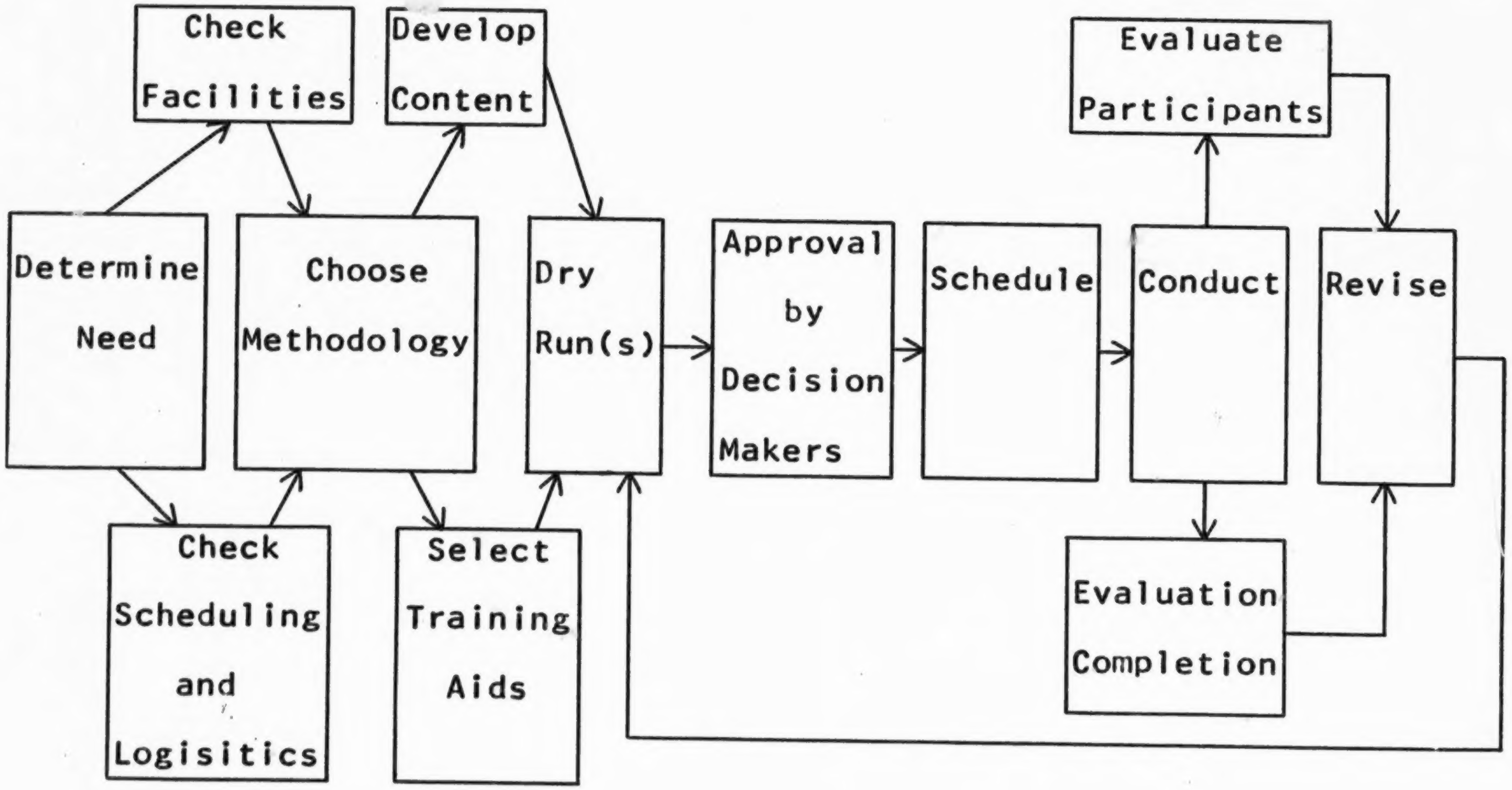
Kludt points out that every job can be divided into three parts: (1) the specialty of the individual; (2) the administration, or mechanics, of the job; and (3) the "people aspect" of the job. Kludt argues that any program of training that is set up, for any group, must take into consideration these three aspects. The specialty of the individual is essentially the skills required in his particular field of work. This may be typing and filing for a stenographer and in the case of an engineer, mathematics and design. The administration or mechanics of the job essentially involves those aspects of the job that are bureaucratized, such as the paperwork, information storage, and the communication channels that must be organized and maintained on the job. The people aspect of the job refers to the interpersonal relationships; the way people feel about each other, and the way they work with each other.

There are five kinds of inservice training which can be tapped in dealing with these three parts of a job: attitudinal, organizational, managerial, technical training for professional staff, and vocational training. Using a PERT System (Program Evaluation and Review Technique, Federal Electric Corporation, 1963), Kludt organizes the process of developing a training program. Figure 1 (on the following page) presents that scheme.

Figure 1

TRAINING PROGRAM UNIT PLANNING

AND IMPLEMENTATION


Check Facilities
Develop Content
Evaluate Participants
Determine Need
Choose Methodology
Dry Run(s)
Approval by Decision Makers
Schedule
Conduct
Revise
Check Scheduling and Logisitics
Select Training Aids
Evaluation Completion

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Relating Learning Theory to the Continuing Education of the Rehabilitation Counselor

Although this report conceptualizes the rehabilitation counselors's job activities in a manner different from Kludt's tripartite classification, it is an explication of the continuing education of state VR counselors from a "systems" point of view. An earlier chapter defined what characteristics of the counselor and the work milieu in the state VR setting were considered in the SCERC program of research. These should be considered in setting up any continuing educational program. In this chapter an attempt is made to show the relevance of learning theory and the management of instructional media to the continuing education of rehabilitation counselors. The next chapter will deal with the criteria problems in evaluating such educational experiences.

In the previous chapter, two dimensions of the continuing education of the rehabilitation counselor were delineated by classifying it on a (a) through employment--during employment continuum and (b) occupational level--position level continuum. These two dimensions are related to each other and to the abstract--concrete dimension discussed above. They are, in one sense, dimensions of learning which are occupationally oriented rather than stated in terms of learning theory as such. However, they are further related to what is perceived as an important distinction arising out of learning theory with respect to instructional objectives. These objectives, mentioned earlier, are (1) concept development, (2) skill(s) development and (3) attitude--self awareness development. Although in the on-going continuing educational process some change is going on in the adult learner with respect to all three objectives, the instructional objective in any limited segment of the instructional sequence should emphasize one rather clearly defined type of objective (Briggs, et al, 1967). What remains to be developed then, in order to relate learning theory to the continuing education of a rehabilitation counselor, is a method for describing the activities which the counselor must perform in his job which can be integrated with the job-oriented dimensions related to learning theory.

The role of the rehabilitation counselor has been variously described (McCauley, 1967; Muthard & Salomone, 1968; Patterson, 1957, 1968). Recurring in such descriptions has been a theme about his duties as a counselor as well as a coordinator in the delivery of services. The wide continuum of counselor work behavior, for purposes of designing appropriate learning objectives and media can usefully be described as falling in five areas:

I. Counselor Behavior in Client-Counselor Interaction.
In this area of activities, content focuses on the repertoire of responses (whether conceptual, skill, or attitudinal) which the counselor should possess in dealing with clients.

II. Counselor Behavior in Information Processing.
In this area of activities, content focuses on the repertoire of responses (whether conceptual, skill, or attitudinal) which the counselor should possess in collecting, interpreting and transmitting information critical to the job.

III. Counselor Behavior in Resource Procurement.
In this area of activities, content focuses on the repertoire of responses (whether conceptual, skill, or attitudinal) which the counselor should possess in dealing with other professionals and the community.

IV. Counselor Behavior in Administrative Work.
In this area of activities, content focuses on the repertoire of responses (whether conceptual, skill, or attitudinal) which the counselor should possess in dealing with scheduling, caseload management, observing employee rules, etc.

V. Counselor Behavior in Professional Promotion.
In this area of activities, content focuses on the capability (whether conceptual, skill, or attitudinal) of the counselor for doing simple, descriptive research, at least for his own development, engaging in professional organizational work, etc.

The way is now clear to define more clearly segments of training experiences with designated instructional objectives in the continuing education of rehabilitation counselors. This also has implications for managing multiple instructional media in a coordinated manner. (See Table 2).

Table 2

INSTRUCTIONAL MANAGEMENT GUIDE FOR CONTINUING EDUCATIONAL CURRICULA

Learning Sequence Objective	Job Activity Area	Basic Form
1. Concept Development	1. Counselor-Client Interaction	1. Through employment
2. Skill(s) Development	2. Information Processing	2. During employment
3. Attitude Development	3. Resource Procurement	
	4. Administrative Work	
	5. Professional Promotion	

One learning sequence incorporating concept development, counselor-client interaction, through employment (1,1,1) might be a planned keeping of case notes on a number of mentally retarded clients, for example, which are then discussed with the supervisor. Alternatively, a sequence incorporating skill development, counselor-client interaction, through employment, (2,1,1) could be a series of tape recordings of counseling sessions with mentally retarded clients, to be critically evaluated with a supervisor. The sequence 1, 1, 2 could be an extension or on-campus class dealing with counseling theory. From the above table, it can be seen that 30 different combinations of objective, activity area, and basic form are possible. Since each activity area is comprised of numerous more specific activities, the list of combinations can become almost endless.

More specific activities within each job activity area are suggested in the following table:

Table 3

SPECIFIC COUNSELOR JOB ACTIVITIES

Activity Area	Specific Job Activities
INFORMATION PROCESSING	*1. How do I talk to employers, physicians, educators, etc., about clients?
	*2. How do I use test information with clients?
	3. How do I combine and evaluate information?
	4. What are the ethics involved in information-processing?
	5. What medical information do I need?
COUNSELOR-CLIENT INTERACTION	1. How do I behave during my interaction with a client?
	2. What should happen as a result of such interaction?
	3. How do I begin and end interviews?
	*4. How do I use test information with clients?
	5. What are the ethics involved in using test information?
RESOURCE PROCUREMENT	1. How can I work as a team member?
	*2. How do I talk to employers, physicians, educators, etc., about clients?
	3. How can I educate community

	organizations on rehabilitation?
	4. How can I most effectively communicate with physicans?
	5. What are the ethics involved in using information from other professionals?
ADMINISTRATIVE WORK	1. How do I keep and use case records?
	2. How can I manage forms, case-notes effectively?
	3. What purpose does this agency requirement serve?
	4. How do I utilize my supervisor?
	5. What are the ethics involved in my relationships with supervisors?
PROFESSIONAL PROMOTION	1. How do I contribute to my agency's professional training?
	2. How do I contribute to my profession's growth and organization?
	3. How do I keep up with the professional literature?
	4. What can I do by way of research?
	5. What are the ethics involved in my professional development?

Note: The *'s indicate activities that are in more than one activity area.

It is not necessary in designing an effective continuing educational program to develop mutually exclusive categories either among instructional objectives, among areas of job activities, or among basic forms for instruction. However, if it is desired to apply what is known and relatively useful from learning theory, it is necessary to develop a guide to coordinate the over-all continuing educational program so that the limited objectives within each training segment are articulated and result in the outcomes expected by both the individual and his agency. These limited objectives should work in harmony with each other toward some general goal of counselor change.

Instructional media and related devices can be described and classified in various ways to organize them for effectiveness. On a *micro* to *macro* continuum they can be arranged so that they are interrelated and addressed to specific or general objectives. If a three-day workshop is organized, for example, pieces of instructional hardware, films, lectures, discussion groups, and even programmed learning packages might be incorporated into the total presentation. The workshop itself might be thought of as a component or "medium" in a still larger instructional package. An instructor himself, as he delivers a lecture, can be considered an audio-visual device since he is both seen and heard. If he requires students to attend discussion groups, he is using a range of subordinate devices for the general learning experience for which he is responsible. Rosse and Biddle (1966) summarize this point very succinctly when they state "although certain simple media consist of but single devices (for example, a megaphone), the majority of media are systems with at least several component parts. Even a chalk board, for example, cannot be considered a medium until we have another device for writing upon it--chalk. When one turns to recent innovations in media, one is impressed with their complexity."

In the following sections on media management, the discussion will center on the management of audio-visual devices in constructing a continuing educational learning experience. *A learning experience shall be defined as the controlled exposure of a learner to a period of stimulation, at the end of which some evaluation is initiated to measure what change has taken place.* A college course, for example, with a multiple-choice test given at the end and a grade assigned, is a learning experience by the above definition. Learning experiences are defined as terminating when evaluation is completed, even though the evaluation may not be crucial or its results assigned to the learner. In certain sequences of exposure, for example a programmed teaching machine, evaluation may occur at the end of each teaching frame when the student must respond to a question and immediately gets the correct answer. This would be a "micro" learning experience. A more "macro" learning experience might be a three-day workshop, with evaluation occurring at the end of the total experience. Continuous feedback or self-evaluation is a characteristic highly touted by manufacturers of programmed teaching equipment. The same principle is being applied with the EDEX learning device (Edex Corporation, 341 Moffett Blvd., Mountain View, California, 94041) in which groups of people can more or less continually respond to a lecturer's questions. Each student responds, at his desk, by using equipment which records responses at the lecture podium.

The Instructional Management Guide for Continuing Education Curricula, Table 2 above, is addressed primarily to the problem of combining learning experiences into an over-all program of continuing education for rehabilitation counselors. However, in constructing a given learning experience, there is a need for specifying what specific objective(s) are being sought, the content, sequence, media for presenting content, and what evaluation is contemplated within and after the experience. Among school teachers, these are referred to as "lesson plans" or "syllabuses", depending on whether reference is made to a given day's events in class or the entire course. A "curriculum" would be a guide to all courses and comparable to the guide presented in Table 2.

The following guide is presented as one useful way to specify the parameters of a continuing educational learning experience for rehabilitation counselors.

Table 4

INSTRUCTIONAL MANAGEMENT GUIDE FOR CONTINUING
EDUCATIONAL LEARNING EXPERIENCES

I. Over-all Objective of this Learning Experience:

II. Limited Objectives within this Learning Experience:

III. Content Definition:

  A. Content:
    1. Occupational Level

    2. Position Level

    3. Job Level

  B. Media and Form for Content:

  C. Evaluation and Feedback:

IV. Scheduling:

  A. Intra Learning Experience Scheduling:

  B. Inter Learning Experience Scheduling:

The management of instructional media is important in the construction of specific continuing educational learning experiences.

B. Media for Developing Concepts/Information

For the adult, college-trained learner the research evidence of the past forty years indicates unequivocally that concept development (or the transfer of information) can occur with equal effectiveness within learning experiences using different components of audio-visual devices (Briggs, et al, 1967; Dubin & Taveggia, 1968). Using recall of material to be learned as the criterion, the results of such research have been generally negative with regard to differential effectiveness of media. The learning experiences designed for concept development can be grossly categorized into: (1) Varieties of face-to-face instruction (e.g. lecture, discussion), and (2) varieties of independent study (e.g., programmed instruction; correspondence; etc.). When comparing the general medium of face-to-face instruction with independent-study learning experiences, as well as the various approaches within these two types of presentation, research results have demonstrated no differences on the criterion of content recall (Briggs, 1967; Dubin & Taveggia, 1968).

Given such research evidence, two questions become paramount: What is common to different learning experiences which makes them equally effective? This is essentially the question of teaching-learning linkage; i.e., the common elements of all teaching-learning experiences (Dubin & Taveggia, 1968). What considerations other than those discernable in teaching-learning linkage should legitimately enter into the design of learning experiences for rehabilitation counselors? When answering this latter question consideration should be given to such factors as cost and reliability, as well as sources of possible learner discomfort and dissatisfaction. In this discussion of management strategies for instructional media, an attempt will be made to answer the questions stated above. The most relevant findings concerning certain types of learning experiences and media usage that might typically be considered in continuing education for concept development will be summarized. On the question of teaching-learning linkage, however, there are some general research results that apply to all or at least most of the more specific media packages (Ausubel, 1960; Briggs, et al, 1967; Dubin & Taveggia, 1968; Lumsdaine, 1963).

1. Advance Organizers as a Teaching-Learning Link

In concept development or information transfer to the adult learner, the learner should be told at the outset what principle or lawfulness he is supposed to perceive from the material. He then "subsumes" the material or facts by using these advance organizer(s).

2. Single-Concept Presentation as a Teaching-Learning Link

The presentation of content in concept development or information transfer should aim at defining major concepts and delivering them in a "single" concept fashion in so far as possible. After presenting relatively single concepts serially, the content can then be structured for integration of concepts.

3. Continous Feedback and Evaluation as a Teaching-Learning Link

The learner requires more or less continuous feedback as to his status with regard to concepts or information. Such feedback should allow him to correct misinformation, indicate remedial action, and allow him to skip certain already-known material or to include such material for additional enrichment. Evaluation and feedback is just as necessary for the "superior" learner as for the "poor" learner.

4. Multi-Media Presentation as a Teaching-Learning Link

In a given learning experience, multi-media presentation should be considered so as to: (a) Transmit information though multiple senses more or less simultaneously;(b) present several alternate explanations through both visual and auditory methods for particularly difficult or unfamiliar concepts; (c) retain learner interest and retard fatigue or boredom.

5. Sectioning of Learners as a Teaching-Learning Link

Prior to a learning experience, evaluation of the participants should permit the grouping of learners, on significant correlates with the learning experience, so as to maximize concept development and information transfer. Such variables as previous training, current work setting, personal interest in content area, are variables that appear particularly relevant to sectioning in the continuing education of rehabilitation counselors.

Managing Media in Face-to-Face Learning Experiences for Concept Development or Information Transfer

Face-to-face learning experiences are essentially of the lecture type, discussion-group type, or some combination of the two. If they are developed with the above teaching-learning links in mind, with the objective(s) coordinated with objectives of other learning experiences, they can be effective. Typically, such learning experiences are labelled a "workshop" or "institute" in their more macro form. They are currently a very prevalent form of learning experiences for rehabilitation counselors, although there is no research evidence in the literature suggesting effective ways to structure a workshop, or to utilize face-to-face experiences in given content areas for rehabilitation counselors. One supposed major advantage of the workshop is that it will occur at a locale with abundant resources (lecturers, library, etc.) for teaching a given content area. However, criteria for determining the adequacy of a locale for a workshop have not been found.

Constructing face-to-face learning experiences and managing media within them, require great care and preparation. The care and preparation is required because of the 1) relative inaccessibility of major components in the learning experience to participants for later review or re-play; 2) the relatively greater expense of time and money required for bringing participants together in one location; 3) the relatively greater concentration of learning in a brief period of time; and 4) the tendency to provide content at the occupational level with no explicit applications at the job or position levels. These factors are for special consideration when television, a type of face-to-face learning experience, is used.

The lecture type learning experience offers many advantages in the management of instructional media for concept development. Visual media such as films, slides, and the actual objects themselves, can be readily integrated into a lecture presentation for groups, and thus the cost associated with them can be distributed over more than one learner. The tutorial system, an extreme case of the lecture-type learning experience, would be an exception to this cost distribution rule. The tutoral system is unavoidably an expensive system of training, with no support in research for its greater effectiveness when compared to large group presentations (Dubin & Taveggia, 1968). More complex media, such as films, slides with pre-recorded audio components, and film strips, are expensive to develop and are not easily updated or changed; they usually require special facilities and the use of highly skilled technicians for content development. Their use should be confined to critical content areas that require a considerable amount of "visual" input. At times they may be used for a change of pace, and novelty, but they hardly justify their expense on this basis alone. The use of already existing films, etc. might sometimes be a solution, but care should be exercised in judging their relevance to the objectives of the learning experience. The extensive use of complex media might be justified in a situation where the same lecture or workshop is given over a period of years; but again, their rigidity with respect to being easily changed and updated would argue against their use over a very long period of time. Their expense, however, could be amortized over a greater number of learners in such a situation.

Other visual media, such as overhead projector slides, or dittoed or mimeographed handouts, can be just as effective in visual presentations as the much more expensive media mentioned above. They possess the additional virtues of being relatively inexpensive, as well as being more easily updated and changed. Handouts also have the important advantage of being retained by the learner for later review and evaluation. The use of a blackboard is probably the most flexible and inexpensive visual medium; however, it does not ordinarily permit the retention of original diagrams, etc., unless the learner accurately records the material in his notes. Taking notes tends to restrict the ability of the learner to react to the lecturer or material, as well as reduce his ability to give his full attention to the ongoing auditory component of the lecture. Consequently, particularly important or difficult visual material should be prepared as handouts to the learner, so that he can give his full attention to verbal explanations concerning them and can retain them for later review.

Ordinarily the lecturer himself provides the primary auditory component in face-to-face learning experiences. However, if he is absent, or some of the material is relatively easy to comprehend, tape recordings might be used as part of the auditory media. The use of tape recordings permits the easy replaying of material not comprehended in the first listening; they do not, however, permit spontaneous student questioning of the lecturer. More extensive use of tape recordings occurs in the independent-study type of learning experience for concept development, and will be discussed later. An important point here is that unless the lecturer is working from a well-prepared lesson plan or syllabus, he is apt to vary considerably in what content he covers and the emphasis he gives material. This could make the auditory content relatively variable, and unreliable in the sense that it could not be safely assumed the learner was exposed to certain material. As a result, the coordination of such a learning experience with the objectives of other learning experiences may become difficult, if not impossible.

To increase reliability of content coverage, important conceptual material should be pre-packaged in a suitable form and scrutinized prior to face-to-face learning experiences. For example, a detailed and annotated syllabus should be developed over key content. When using an existing course at a university as one form of during-employment, face-to-face learning experience, some idea of content can be gained from reading the catalogue description or consulting the professor. For extension classes it is probably easier to request certain content structure when those attending are primarily from a VR setting, however.

Discussion groups, another form of face-to-face learning experiences, are probably most effective for concept development, particularly at the occupational and job-level of training (McGehee & Thayer, 1961). When integrated with large-group lecture learning so as to facilitate the explication of lecture material at the position-level of understanding, it seems reasonable to assume that they could be effective. To be effective, however, attention should be given to the discussion-group membership, i.e., type and number of persons within the group, to the quality of leadership, and to the agenda. If the leadership and agenda of discussion groups are not controlled, they are quite apt to fail to meet their instructional objectives. All members of the discussion group assume the role of instructor at one time or another during discussion; the content can become highly variable and irrelevant to the instructional objective of concept development if leadership and an agenda are not provided.

Harbridge House, Boston, Massachusetts, has utilized the discussion group approach, apparently with some success, while training rehabilitation counselors and supervisors from VR settings. A primary instructional medium within such groups has been client case-study reports which the group members discuss in terms of case handling, information needed, etc. It is probable that discussion in most such groups would be at the job-level or position-level of presentation; as a result, most members would feel such training was "practical" and "concrete". With content being perceived as relevant to their jobs, greater learner satisfaction and perceptions that it was a valuable learning experience could be predicted. However, there is no published research data on how effectively such experiences develop concepts or facilitate information transfer. Using such criteria, large group presentations in other adult settings have been shown to be just as effective as small-group discussions (Dubin & Taveggia, 1968). However, learner satisfaction and involvement in explicating occupational-level material in terms of their own positions are desirable; therefore, discussion groups, when well constructed, and led, would appear to be effective in meeting some of the continuing educational needs of rehabilitation counselors.

Group processes of the T-group (training group) variety as developed by the National Training Laboratories, Bethel, Maine, or the Esalen Institute, Big Sur, California, are being widely utilized for sensitivity or human relations training (Campbell & Dunnette, 1968). Such training has the objective of providing a laboratory for experimenting with new behavior in dealing with others, of increasing the sensitivity of participants to the affective dimensions of group behavior, and of providing individuals in the group with a means to assess their own feelings. Such a use of groups will be dealt with more fully in the section on managing media in self awareness/dispositional instruction.

Managing Media in Independent-Study Learning Experiences for Concept Development or Information Transfer

The independent-study learning experience is an approach to instruction whereby the entire experience is pre-packaged for self-instruction by the learner. Computers, machines or books for programmed instruction, correspondence courses, tape recordings, pre-packaged course syllabuses with texts and reading lists, are some of the instructional hardware and forms used in such experiences. Research has demonstrated that most such forms of instruction are as effective in concept development as the face-to-face variety when care is taken to design them according to teaching-learning linkage (Dubin & Taveggia, 1968). The independent-study learning experience, if well designed, also allows (1) greater flexibility in the rate of instruction, (2) decentralized approach to instruction (3) greater reliability in content coverage since instruction is pre-packaged and relatively standardized. However, two factors can make independent-study instruction more expensive than conventional approaches. These are increased expense for content development and the involvement of complicated instructional hardware. Furthermore, once a substantial investment has been made in these two items, important hazards result, including reluctance to revise and keep the content and gadgets current, and failure in maintenance of the hardware.

Research evidence does not justify the expense of sophisticated hardware. But if the decision to invest is made, certain standards and precautions are for consideration: (1) The flexibility of the hardware in meeting several instructional objectives should be evaluated; (2) there should be responsible concern for the cost of developing ongoing content and input; (3) the hardware should be capable of being integrated with other media for multi-sensory instruction; (4) there should be accessibility by all personnel in need of instruction who are to be included in the trainee group. Although independent machine-supported study formats usually allow instruction in a decentralized manner, thereby saving the expense and time incident to bringing learners to a central location, a format which is expensive to maintain and has costly input characteristics should be avoided because of its tendency to become moribund or incapable of adaptation to varying objectives.

Teaching machines (programmed instruction) currently enjoy wide popularity, without convincing research in support of them, particularly in their use in concept development in the adult learner (Briggs, et al, 1967; Lumsdaine, 1963).

Due to the lack of technical help as well as expense in developing content, their role appears severely limited in any global program of continuing education for rehabilitation counselors. In certain rather highly technical areas of knowledge, such as statistics, there appears to be a possible role for teaching machines; since such knowledge is apt to be unfamiliar to counselors, requiring greater reliance on the teaching-learning links of single-concept teaching and continuous feedback. However, provision to skip material and seek other enrichment should be made for those who are familiar with some of the content material and are likely to become bored with a teaching machine.

Programmed instruction in its more macro form such as correspondence course lessons or a syllabus for readings, should be much more applicable and adequately effective in the continuing education of rehabilitation counselors.

Through the use of tape recordings, printed supplements keyed to the recordings, and suggested readings, effective teaching-learning linkage for independent-study learning experiences can be inexpensively developed. This format incorporates both audio and visual material. If the counselor-learner can listen to content material, with the voice of the speaker providing a personal dimension and emphasis to content, and if he is required to react to diagrams or questions on printed supplements, he should be able to avoid boredom and maintain interest. If he can be tested on content which he apparently already understands reasonably well, he can avoid undertaking units of training that would add little to his knowledge and understanding. Such an approach is currently the core of a program of research in a three-state area being conducted by The University of Iowa Studies in Continuing Education for Rehabilitation Counselors. It will be described in greater detail in Chapter V of this report. A similar approach has been reported in which New York University, through the Institute for Physical Medicine and Rehabilitation, experimented with the tape-recording approach, utilizing it primarily to instruct physicans (Rusk, 1966). Unfortunately, the design of the New York University experiment did not provide for collecting evaluative data beyond the personal reactions of participants to the method of presentation.

C. Media for Developing Skills/Proficiency

Learning experiences with the primary instructional objective of skill development are usually in the form of practica, internships, apprenticeships, or training laboratories. In such learning experiences, the major objective of their content is to allow the learner to practice or apply his vocational conceptual knowledge under supervision (Joint Liaison Committee, 1963). In one sense the learner is gaining additional concepts about how to apply his profession's expertise, as well as learning how skillful he himself is in performing his job-role.

Learning experiences designed to enhance vocational skill or proficiency present certain unique problems. To develop such skill or proficiency, the individual learners must receive intensive, long-term, individual attention, which raises the cost of such instruction, particularly if his supervisor is a highly-paid professional person. Secondly, the content for such experiences are difficult to standardize; for example, it is almost impossible to insure that the clients assigned to counselor-learners will be uniformly easy or difficult to work with. Some client problems or other events might not be available for all learners, making the content coverage considerably different from learner to learner. Thirdly, it is at the point where knowledge is applied that controversy and diverging viewpoints in a professional field are likely to be generated. At higher levels of conceptualization there is typically considerable ambiguity in terms of implications for specific practices, and professional persons can usually achieve greater agreement at those levels. Supervisors of counseling practicum, for example, may emphasize or attempt to extinguish various responses of the rehabilitation counselor. Until the counselor begins to understand that client problems can be solved in several different, but equally effective ways, depending on what resources are available, he is apt to be in a high state of anxiety over the differences and controversies surrounding the application of his professional knowledge.

In attempts to shorten learning experiences for skill development, and standardize content over learners, professional groups have devised many ingenious audio-visual devices and situations where stimuli are highly structured. In aviation, for example, the Link-Trainer was developed for pilot training; providing an audio-visual device complex enough to create almost any flying situation in a simulated manner (Eckstrand, 1967; Melton, 1947). The use of such devices in the training of astronauts is highly advanced as well, particularly for skill development in meeting situations that literally do not exist on earth. The development cost of such devices are high and normally are prohibitive, unless the skill development is for a life-death situation where trial-and-error practice in the actual situation would be unethical; or unless the costs of such devices can be amortized over a large number of learners and years.

The more mundane forms of learning experiences for skill development in many occupations are focused on practicing in situations that are similar to those in which the learner will be employed. For example, social work, occupational therapy, physical therapy, counseling, and all medical specialities provide a clinical practice phase of training for trainees in their field.

The components of such clinical practice might include (1) specially made films, (2) role-playing sessions, (3) staffing sessions, 4) observation through one-way mirrors or closed-circuit television, (5) written responses to selected case histories and other client information, as well as (6) actual experiences in relating to patients or clients.

The use of films and the problems related to their cost and inflexibility has already been discussed.

Role-playing can be an effective and relatively inexpensive method of practice, particularly in the early stages of clinical practice (Chesler & Fox, 1966; Corsini & Cardone, 1966). The learner can find role-playing an important source of information on how he behaves during interaction, in a situation that does not threaten him as much as actual practice. By having all learners in a clinical practice-learning experience interview each other, the individual learner can also be exposed to a considerable variety of interaction patterns.

Staffing sessions, in which all learners, in turn, recapitulate their performance with clients for group scrutiny, can also be an important source of information. The students can thus gain practice for staffing sessions they will later confront as practicing professionals. Arranged on a regular basis, staffing sessions assure exposure of all students to a wider range of practical problems than those confronted by each student with only several assigned clients. The audio-visual hardware can be confined, in such staffings, to a tape recorder and duplicated handouts.

The use of video tape or closed-circuit television would add a visual component to help maintain student interest and supply possibly important non-verbal information. However, to construct an effective clinical practice requires primary attention to teaching-learning linkage and not hardware as such (Briggs, et al, 1967; Dubin & Taveggia, 1968). The observation of certain events through one-way mirrors, or closed circuit television can give all learners in such learning experiences some idea of how other professionals practice the profession; incorporated with discussion group or seminar type events, the learner gains some perspective on how he might experiment with his own behavior.

Written case histories are useful devices for providing stimulation designed to help increase learner skill or proficiency, particularly in gaining some practice in client data interpretation, case recording, and hypothesis building. Such events require minimal audio-visual hardware. They are also a useful evaluative device in providing the student with some feedback on how well he handles such tasks in clinical-practice learning experiences.

Various simulation techniques for skill development requiring less complex auido-visual hardware than a Link-Trainer, but more equipment than is found in a typical clinical practice, have been increasingly utilized by several professional groups. School administrators, for example, have experimented with "In-Basket" learning situations (Culbertson, 1962). In such situations, the learner is seated at a desk and for a period of time, he must perform a set of standardized tasks. Letters, telephone calls, and personal interviews must be coped with; he performs, in effect, a selected set of administrative tasks. In training lawyers, students are placed in a mock court, and attempt to conduct mock trials, with students performing all roles. The similarities of such procedures with role-playing and psychodrama are obvious. They can be effective, but require a considerable amount of preparation and expense; the cost, in terms of the number of students being trained, can be prohibitive unless used over a considerable period of time.

Since the current research evidence does not indicate that the more expensive audio-visual hardware is any more effective for skill development than the less expensive, more traditional devices (Briggs, et al, 1967; Dubin & Taveggia, 1968; Lumsdaine, 1963), it would seem most reasonable, at present, to utilize tape recordings, staffing sessions, duplicated handouts, case histories, role playing, and possibly one-way mirrors, when funds are limited. Effective learning experiences can be created in skill development, using several of these less expensive media, as long as the experience incorporates what is known about teaching-learning links.

D. Media for Developing Self Awareness/Dispositions

To some degree, learning experiences designed to change self-awareness, attitudes, or dispositions-to-act, are in the province of counseling or psychotherapy. Most definitions offered on counseling and psychotherapy incorporate such thoughts (Patterson, 1966). Therefore, the design of such learning experiences, where the explicit instructional objective is in this area, should incorporate an extra measure of concern. The over-all continuing educational role of such learning experiences should be limited to carefully defined objectives, and should be conducted by a qualified person. If drastic changes in self-awareness, attitudes, or dispositions-to-act are necessary in a counseling staff, then (1) agency recruitment practices might be examined, or (2) agency demands on the counselor in the performance of his job might be examined. It seems reasonable that if an agency is selecting counselors who exhibit relatively high social-service interest, are essentially free of disturbing interpersonal relationships, are allowed to perform reasonably autonomously as professional counselors, and are trained at least to the level of coping with ordinary job-related events; attitudes and self-awareness training has a complementary role of enhancing their current work patterns, not drastically altering them. Those counselors in need of drastic personal alteration should seek such help from sources not typically found in continuing educational programs. This might include individual psychotherapy or counseling to encourage finding other types of employment where such drastic changes in attitudes and dispositions-to-act are not required.

Learning experiences in developing self-awareness or changes in dispositions-to-act are typically of the laboratory design, in which the content for the experience is the behavior of the learners themselves. The content of such experiences may incorporate a job-task, such as caseload management, but its primary instructional objective is to focus consciously and persistently on the feelings, attitudes, dispositions, and overt behavior of learners so as to increase their awareness of themselves as a component in performing such a job-task. At the other extreme, the learning experience may be structured so that a group of learners focus on what is occurring in the on-going, face-to-face contacts of individual group members. Here there is no articulated, specific, job-related task in the content; rather, group members analyze each other's on-going behavior in the group with a view toward possibly experimenting with different interpersonal behavior if they so choose. This latter approach is a development of the "sensitivity training" or "basic encounter" type of learning experience, receiving initial and continuing formulations from several sources (NTL Institute for Applied Behavioral Science, associated with the National Education Association, 1201 Sixteenth Street, Washington, D.C.; Esalen Institute, Big Sur, California). The more generic term which appears to be applicable to many such learning experiences is "human relations training".

It is true that changes in dispositions-to-act, attitudes, or self-awareness are probably occurring in learners during learning experiences designed primarily to foster skills and proficiencies or concept development. Such experiences were discussed in the last two sections. For example, a learner during a practicum in counseling may receive feedback on how his approach to a given client is the result of his disposition to act a certain way. In so far as such feedback becomes a large part of the content in a learning experience for skill development, that experience approaches an experience designed for change in learner self-awareness and disposition-to-act. What chiefly characterizes learning experiences for changing dispositional factors in the learner, versus concept or skill development experiences is (1) the conscious, explicit goal to establish feelings, motives, attitudes, or learner behavior itself as the primary content of the experience; and (2) the conscious, explicit attempt to create an environment in which such content can be displayed, experimented with, and altered.

The distinction of such learning experiences from group psychotherapy or group counseling revolves chiefly around the format or technology of achieving such a goal, and the presumed clientele for such experiences, rather than goals as such. Learning experiences for changing self-awareness or dispositions-to-act can vary considerably in format or instructional technology, and thus become more or less indistinguishable from the more traditional formats for psychotherapy, group or individual. When a trainer consciously engineers a learning experience with such goals in mind, he also assumes responsibilities similar to those of the counselor or therapist. As the design of such learning experiences (1) diverge from a job-task orientation, (2) focus more intently on learner feelings, (3) focus persistently on learner motives, (4) explicitly require or coerce learners to become involved, (5) elicit an unusual amount of feelings or behavior which are correlated with socially undesirable acts, the trainer's responsibilities become greater. His responsibilities include (1) being adequately prepared to deal with such content, (2) a concern for confidentiality and learner security, (3) a careful monitoring of post-experience learner behavior so as to be available as a resource or to refer to an appropriate person, should the need arise.

Tutorial-Counseling Experience

The tutorial-counseling learning experiences for the counseling staff subsumes individual face-to-face meetings a counselor might have with a supervisor or another counselor with whom he is paired-off in a "buddy" system of instruction. The objective for such meetings allows discussion to center on the feelings or dispositions within the trainee which are manifest in a careful collection of job-related data on him. For example, when clients have completed receiving services, they could be asked to complete an exit questionnaire pertaining to dimensions of their counselor's behavior. Such data could then be periodically reviewed with the counselor in a one-to-one relationship which focuses on the dispositional factors in the counselor which clients perceive. Alternately, data collected from tape recordings of counselor-client interaction, case notes, amount and type of expenditures, etc., could be utilized in such experiences.

The meetings would have a high informational or tutorial component; however, they would also provide an opportunity for the counselor to discuss his feelings concerning the data. Consequently, they would be patterned after a counseling-type exchange to some extent. The counselor could receive feedback at his next periodic session on how much change is taking place. Such experiences could be constructed as one part of a more macro form of skill or proficiency learning experience; however, the focus in tutorial-counseling experiences would remain on the inner-events or dispositions of the counselor. Teaching-learning links should be incorporated in the design. Although the research on the effectiveness of tutoring (Dubin & Taveggia, 1968) as well as counseling (Volsky, et al, 1965) is equivocal in regard to dispositional change, it is reasonable to suppose that tutorial-counseling experiences could be designed to be as effective as other approaches that might be tried.

The audio-visual component of such experiences could be effectively restricted to hardware that is typically available in a VR setting and relatively inexpensive. The use of tape recordings, mimeographed (or otherwise duplicated) handouts, could be utilized. Observation of the counselor, through one-way mirrors or TV circuits might be desirable, but not essential. Personnel already skilled in counseling interaction would be easily available in VR settings. With relatively brief additional instructional training, such persons could conduct this type of learning experience.

The limitations of such experiences would include the relatively time-consuming, and therefore expensive nature of individual instruction involving highly paid personnel. However, if they were based in district or area offices, it would be possible to hold the scheduling and non-productive training time of such experiences to a minimum. There is also the problem of using supervisors or colleagues in dealing with the affect or behavior of a co-worker from a dispositional frame of reference. It is probable that the counselor undergoing such a training experience would not be inclined to expose certain feelings or attitudes that would jeopardize his status as a co-worker or subordinate. Consequently, any plan or discussion concerning changes in the counselor's self-awareness or dispositions-to-act should involve and be couched in terms of job-related changes in behavior rather than psychopathology. It is assumed that job-related feelings, attitudes or dispositions being exhibited by the counselor are relatively available to him; he is, for the most part, able to experiment consciously with changes in personal dispositions-to-act which might arise in tutorial-counseling learning experiences.

Desensitization-Modeling Experiences

The use of desensitization procedures, ranging from operant conditioning (Krasner & Ullmann, 1965) to Frankl's paradoxical intention (Patterson, 1966) have been developed and utilized as learning experiences in counseling and psychotherapeutic processes. Such experiences can be rather narrowly constructed, as in certain behavioral modification procedures (Krasner & Ullmann, 1965), or more broadly conceived in terms of confronting the learner with a fearful situation, along with emotional support, and changing a disposition-to-act in this manner. Modeling techniques, closely allied in many respects to desensitization procedures in both structure and goals, include role-playing (Chesler & Fox, 1966) in the traditional form as well as "fixed role" (Kelley,81955) and psychodrama (Moreno, 1964), as variations on such an approach.

The use of desensitization procedures in the more classical modes of Skinnerian conditioning, found in certain behavioral-modification approaches (Krasner & Ullmann, 1965), do not appear feasible as a widely applicable approach to continuing educational problems of a dispositional nature for rehabilitation counselors. Such procedures have generally been applied to individuals exhibiting a fairly visible and well-defined disposition-to-act that is usually a barrier to functioning outside an institutional setting. In their more gross or macro form, however, desensitization procedures can be thought of as placing the learner in situations that contain cues which elicit undesirable responses to be unlearned, with new responses substituted. Consequently, a trip to visit employers by a counselor, in the company of another counselor skilled in placement, can be structured to permit certain desensitization and the learning of new responses. Much of what we classify as "gaining experience" on a job can be thought of as a series of informal desensitization experiences where new responses or dispositions-to-act in situations originally frightening are learned. With some advance preparation, structure, and organized feedback, such experiences can be made more effective in changing attitudes or disposition-to-act.

The individualized nature of such desensitization procedures, in which only a single learner is gaining from the experience, as well as the relatively great nonproductive time of traveling, waiting, etc., should encourage the use of more group-type experiences such as group tours of a factory or a hospital. This reduces the unit cost of such procedures by including more learners. However, the individualized approach is more readily combined with actually performing a service, such as finding a job opening or talking to a psychiatrist about a client, and can be thought of as a through-employment type of experience. Other than the advance preparation, as well as concern for structure and feedback, its cost is absorbed to some extent by the service aspect. Group tours generally degenerate into lecture type experiences, with some observation of facilities or program; as such, they are effective in orientating learners, conceptually, but they do not require extensive self-examination or dispositional change as such. If group-tour experiences are utilized they should be combined with and related to additional experiences such as role-playing or other group processes to overcome this deficiency.

Modeling techniques of role-playing or psychodrama are in effect simulated desensitization procedures. Since dispositional learning experiences are essentially of a laboratory form, they present many of the problems arising in laboratory experiences within a "natural setting". A laboratory within a natural setting is apt to suffer from restriction of scope of possible experiences, unreliability of content, high unit cost, and excessive length of time involved. Simulated experiences can be structured to involve greater scope to situations that are to be experienced, greater reliability of content across learners, lower cost, and shorter time to complete. However, they reduce the "realness" of situations, since they are to some extent artifical. Flying a Link-Trainer is not quite the same as flying an airliner with people aboard. To assure transfer of learning from simulated situations to real-life, job situations, especially when considering attitudes or dispositions, requires skillful structuring.

There is also for consideration the "reentry" problem that arises in sensitivity or human relations training because of some simulation aspects to such training. Furthermore, even in modeling techniques the transfer of dispositional or attitude change to job situations requires additional experiences as a bridge to job-tasks.

Generally, since attitudes and dispositions are the content, the environment for such experiences should permit the learner to feel relatively free of threat or coercion when displaying affect or when talking about his attitudes. In short, the atmosphere or context for content should be quite similar to the tutorial-counseling experience, with a relatively high degree of job-task orientation. The use of audio-visual hardware in desensitization-modeling experiences in the continuing education of rehabilitation counselors can be quite minimal.

Group Experiences

Group learning experiences for the continuing education of rehabilitation counselors, with instructional objectives in the domain of dispositional change, can be viewed along a continuum related to the task assignment of the group. For example, the group might be highly structured with respect to discussing their attitudes toward some specific job-task. On the other hand, the group might have no specific assignment, other than to try to understand and participate in the interaction of the group. The latter is the frequent stance of human relations trainers (Bradford, et al, 1964; Campbell & Dunnette, 1968; Schutz, 1967) when initially instructing the group as to its task. The very interaction of the group itself becomes the content of the learning experience.

It is important that human relations training-group members become relatively effective as instructors or trainers for each other. Consequently it is usual for a set of rules to be established and agreed to concerning the "feedback" which the group members give one another. The National Training Laboratory (NTL, 1968), for example, has developed the following criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the

the individual free to use it or to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to respond defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said, and I felt forced to accept your arguments or face attack from you."
3. It takes into account both the needs of the receiver and giver of feedback. Feedback can be destructive when it serves only your own needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.
6. It is well timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).
7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.
8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then, is a way of giving help. It is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions and it is a means for

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establishing one's identity - for answering the question, "Who am I?"

Nonverbal communication in the form of gestures or body contact may also be requested by group members in human relations training to aid the process of feedback (Campbell & Dunnette, 1968; NTL, 1968; Schutz, 1967). Again, certain rules may be established concerning such nonverbal communication. Striking a person in a way that might cause serious injury is prohibited, for example. In general, a group member may decline to engage in nonverbal interaction with another member whenever he feels it might be destructive in terms of his health or moral values.

The staging or environment of human relations training sessions are important aspects of such training. Typically, the training should be given in some relatively secluded area, which is free from any significant contact with nongroup members. The group may hold a training session extending over several meetings, and days, without ever leaving the locale of training. Group meetings may be of the marathon variety, extending over a period of many hours before sleep and food are sought. The optimum length, structure, and type of group members, for effective sensitivity or human relations training, and the effects of this training are not well known at present (Campbell & Dunnette, 1968). For example, training groups are often composed of both men and women; experimentation with one's interpersonal behavior with someone of the opposite sex appears to be an important dimension of training in such groups. The current research (Campbell & Dunnette, 1968) indicates mixed results on various criteria of change in the dispositions-to-act of persons who have undergone human relations training. Much of the research on this type of training has been poorly done or is of the anecdotal variety (Campbell & Dunnette, 1968). More research is needed before human relations training can be used prescriptively with predictable outcomes.

The use of audio-visual hardware in human relations training groups is generally of the paper-and-pencil type. The use of mimeographed or printed materials developed from a sociometric viewpoint, where group members describe how they feel about each other have been used. Some materials related to decision theory where the group must work together and make decisions, have been extensively utilized (Pfeiffer & Jones, 1969) to aid the essential group process. There is no reported research to suggest that more complicated media, such as films, could not be effectively coordinated with human relations training; however, the additional cost factor would need to be rationalized on the basis of types of participants. For example, groups composed of mentally retarded participants who cannot read, or a relatively unique group structuring of content such as viewing a film of another group initially to expedite the group process, has been tried in Vicarious Training Pretherapy (VTP) (Truax, 1966).

The use of human relations training groups requires a trainer who is qualified to conduct such group learning experiences. Since there are no professional or legal requirements applicable to the trainer's qualifications, just as there are no current legal requirements with respect to many occupational groups, including rehabilitation counselors, the situation is quite ambiguous. As a minimum, the trainer should (1) be trained at a recognized institution such as the NTL Institute for Applied Behavioral Science; or (2) be a qualified psychologist, with some training and experience in group work; or (3) have a considerable amount of training in group experiences at the graduate level; or (4) have taken training as a trainer, under supervision within human relation groups, from someone who qualifies in the above categories. This is a very tentative guide and one which lists the training in the order of its probably effectiveness in qualifying persons to conduct human relations training.

Since human relations training often takes place in a secluded milieu and deals with the affect and behavior of the learners themselves, the re-entry problems, or transfer-of-learning problems, are relatively great in such training (Campbell & Dunnette, 1968). For that reason, it is required that the trainer assume responsibility and be concerned with the post-training experiences of the group members. The effects of human relations training should lead to more adequate coping behavior outside the group; otherwise, it is only a simulated experience in which people "turn-on" for certain interpersonal "kicks".

The experimentation which goes on in human relations training during a continuing educational program for rehabilitation counselors should be related to outside-the-group experiences that are job-task oriented. For example, consideration should be given to structuring such training in relatively brief blocks, interspersed with on-the-job tasks and observations of newly learned dispositions-to-act. Alternatively, provisions might be made to have tutorial-counseling experiences follow human relations training sessions, in order to facilitate the transfer of learning to job tasks. The instructional personnel for such post-training experiences should have experienced human relations training themselves, to be most effective in facilitating the transfer of learning from simulated experiences to on-the-job experiences.

E. Summary and Guidelines for Research and Practice

In general, research on instructional media has demonstrated that any format for training can be effective if designed according to what is known about teaching-learning linkage. Such linkage can be briefly defined as (1) the use of advance organizers, (2) single-concept presentation, (3) multi-media display, (4) continuous feedback to and response from the learner, and (5) sectioning of learners. A given training or learning experience should explicitly define its instructional objective primarily to be (1) the development of concepts or information, (2) the development of skill or proficiency, or (3) the development of self-awareness or dispositional change. Evaluation procedures for learning experiences should be appropriate to the objective being sought.

The utilization of audio-visual hardware should take into account cost, reliability, and flexibility; since there is no evidence that expensive equipment is any more effective than the less expensive modes of presentation and display.

For the adult learner, macro forms of learning experiences, such as college courses, workshops, or correspondence courses, are of about equal effectiveness for concept development if designed according to teaching-learning links. Consequently, cost, reliability, and flexibility of such macro formats should receive relatively great emphasis.

The design of laboratory experiences for skill and proficiency development, as well as attitude or dispositional change, can effectively include job-tasks under supervision as well as simulation experiences, without resorting to elaborate audio-visual equipment.

The design of an effective continuing educational program for rehabilitation counselors requires a curriculum-level structure which combines and coherently relates specific learning experiences to job tasks. The more specific learning experiences should reflect attention to teaching-learning links and, in so far as possible, meet the recommendations presented at the end of the last chapter.

Table 5: Recommendations for Research and Practice

Factors to Consider	Recommendations
1. A curriculum-level structure is needed for the continuing education of the rehabilitation counselor.	A. The administrators of VR agencies, with their counselors, should develop a comprehensive plan for a continuing educational program.
2. The maintenance of a comprehensive continuing educational program will require accurate feedback to administrators.	B. A cumulative training record form should be designed and maintained on counseling personnel.
3. The construction of specific learning experiences should incorporate teaching-learning links as far as possible.	C. Agencies should utilize available universities and colleges to purchase pre-packaged learning experiences according to agency specifications.
4. With the adult learner, auditory and visual instruction can be effectively handled in several ways. The goal of multi-media display of content can often be handled with relatively inexpensive methods.	D. Agencies should conduct an inventory of instructional resources for possible inclusion of existing resources into a comprehensive continuing educational program.
5. Independent study methods are as effective as face-to-face instruction for concept development.	E. The use of expensive audio-visual hardware should be avoided.
6. The design of laboratory experiences, for skill and proficiency development should capitalize on through-employment experiences.	F. For developing concepts, workshops or centralized meetings should be avoided, unless their relative expense can be rationalized in terms of unique resources. Generally, prepackaged, independent-study procedures, prepared according to agency specifications, can proceed at district levels.
7. Learning experiences for changing counselor attitudes and dispositions should be well defined in terms of goals. The role of such learning experiences is quite restricted.	

G. The use of special forms, the use of supervisory personnel trained in handling specific learning experiences, and attention to teaching-learning links should be encouraged in designing laboratory experiences around the actual tasks which counselors perform while giving services.

H. The use of learning experiences for changing counselor attitudes and dispositions should be job-task oriented, with a goal to enhance current work behavior, not to alter personality characteristics.

IV. The Relating of Continuing Education for Rehabilitation Counselors to Goals and Outcomes

A. Introduction

Although the major intent in this chapter will be to develop a framework for discussing criteria and measurement problems in measuring the effects of continuing education, another brief discussion of concepts about the learning process itself is necessary. Only concepts of learning which make more visible the accompanying criteria and measurement problems are selected for discussion.

Learning is an inferred process which is inferred from changes in the behavior of the person or organism studied. This idea is developed by several authors (Stroud, 1959, among others) but Mowrer (1960) develops the idea quite clearly:

> Learning itself makes for a sort of indeterminancy in the behavior of living organisms, i.e., it makes them, fortunately, changeable. We assume, of course, that there is a certain lawfulness about this changeability, this capacity for being modified by experience. . . .Everyone has sensations; everyone, on the basis of immediate experience, knows what tastes, odors, colors, and sounds are like. But it seems that no one ever has a "sensation" of learning. Therefore, this phenomenon has the status of a construct and is knowable only inferentially . . . .psychologists were obliged to turn their attention, more seriously than ever before, to the phenomenon of learning. Behavior is clearly and manifestly subject to modification, change. How, precisely, does this come about? That was the question.

Chester Harris (1963) has compiled a very useful book of readings concerning the pitfalls of measuring behavioral change statistically. He states:

> Although they are found in numerous guises, it appears that the dilemma encountered in change measurement can almost all be identified with three basic ones. The first of these may be called the over-correction--under-correction dilemma. (This dilemma includes such stuff as regression effect, correlations of error components, etc.--our comments.) The second dilemma, and the one that is perhaps most widely recognized as a dilemma, may be called the unreliablity--invalidity dilemma. . . . other things being equal, the higher the correlation between pre-test and post-test, the

> lower the reliability of the difference scores. Accounting for the other horn of the dilemma is the even more elementary fact that the lower the correlation between two tests, the less they can be said to measure the same thing. . . The third dilemma is one which researchers have tended carefully to ignore. . .the _physicalism--subjectivism_ dilemma. (The assumption that equal score changes on tests, at any pont on the scale, measure equal changes of behavior--our comments).

There are several important nonstatistical problems connected with the inferring of learning through measuring change in behavior. For example, what behavior does one measure or expect to change after the learning experience has taken place? Should the counselor know more? Be able to do something better? Have a different attitude? Expected behavior changes can be grouped into the areas of (1) greater information or concept development, (2) greater skill or proficiency in performing a task, and (3) greater self-awareness or change in personal attitudes or dispositions. As pointed out in the previous chapter, the management of instructional media requires that the area of behavioral change be specified with some detail and a sequence of learning experiences be used in achieving change in that area. The measurement of continuing education also requires the specification in some detail of the behavioral area in which it is proposed to find change.

A second problem in measuring change is that many times changes of a test point or two are unimportant in pre-post measures even though they may be statistically significant; they are uninterpretable in any practical way. It may be true that after a learning experience a group of people score, on the average, two points higher than another group exposed to a different sequence. But the behavior of these groups in day-to-day practice is indistinguishable, and the lower group still performs adequately, i.e., the lower performance still constitutes competence or mastery in a given area. How much practical meaning is there in the additional mastery as measured by a greater change--on the average-- of two points on a multiple-choice test?

A third problem is connected with the issue of whether or not one should try to measure change in "typical" behavior, or to measure behavior that occurs mainly in a "crisis" context. Quite conceivably, training effects from some learning experiences are exhibited only in a "crisis" situation, but cannot be routinely detected in the typical behavior of the learner. Consequently, a crisis-oriented evaluation procedure must be created in order to demonstrate the effects of such learning.

Finally, there is the problem of relating the criteria used to evaluate training effects to the ultimate product of a helping agency. Unfortunately, the ultimate product of a state VR agency, which might be grossly described as services that allow a client to rehabilitate himself, is itself a complex criterion, poorly understood at present, and little researched (Muthard & Miller, 1966; Muthard & Miller, 1968). The use of such a criterion directly to evaluate the effects of continuing education would often be expensive, even if most facets of this criterion were agreed to and well defined. Use of immediate or intermediate criteria is often necessary in evaluating training effects because the use of the ultimate criteria is infeasible. Such immediate or intermediate criteria might be supervisor ratings, case file data, test scores, or satisfaction ratings by clients on services they have received (Muthard & Miller, 1966). However, studies by Muthard and Miller (1966, 1968) have demonstrated that intermediate criteria of rehabilitation counselor performance in state VR agencies are relatively independent of each other; they examined supervisor ratings, number of case closures, client ratings of their satisfaction with the counselor as well as job satisfaction scores from counselors themselves. Therefore, there is some basis for assuming that the complex job role performed by the rehabilitation counselor has several relatively independent dimensions. Each dimension of this job role will probably relate to an ultimate criterion in a different way. This necessitates a model of evaluation which can present an effective relationship between a composite set of intermediate criteria with a composite set of ultimate dimensions.

The measurement and criterion problems connected with measuring the effects of learning experiences are somewhat unique in each of the three instructional areas: Concept, skill, and disposition. Before discussing these relatively unique aspects, reference must again be made to the fundamental definition of a learning experience.

As earlier defined, a learning experience is the controlled exposure of a learner to a period of stimulation at the end of which evaluation is initiated to provide feedback. A micro learning unit might then be considered to be a single frame in a programmed text. A macro unit could be a three-day workshop. The key in defining a learning experience is when the instructor assumes a change that he is interested in has probably occurred; this assumption is operationally defined by the fact that he is implementing an evaluation and feedback procedure to measure the extent of change. For example, a professor could ask a question after every statement in each lecture. He typically, however, merely gives mid-term and final examinations in his course. By such evaluation procedures, he demonstrates at what points he wants to measure the *changes he is interested in*. With only two examinations, he in effect has two learning experiences, by this definition, although they are related or "chained" together in the entire course.

The question arises as to whether evaluation to provide feedback to the learner (a teaching-learning link) is the most useful evaluation for relating learner change to intermediate or ultimate agency-product criteria. Agency administrators *are interested in* change which improves or increases their product; trainers *must also be interested in* evaluating change and providing feedback to learners in order to develop an effective learning experience. The two systems of evaluation for job-oriented criteria as well as effective learning experiences are not necessarily the same. At certain points, however, they should be highly related, whenever they are not actually the same. Otherwise there emerges the paradoxical situation of showing change from a learning experience that is unrelated to a job-oriented criterion. At times this may not be particularly important, since the evaluation used to measure change in a learning experience might be primarily for instructor and learner feedback. It would be unreasonable to assume that such a change, by itself, would relate to an ultimate criterion. How reasonable is it, for example, to relate the answer to one frame of a programmed text to a criterion of client satisfaction?

In addition, it is quite possible that certain learning experiences are negatively related to certain dimensions of an agency-product criterion. For example, a given learning experience on counseling theory might be inversely related to the number of cases closed as rehabilitated. This might result from the fact that a counselor begins to see individual clients more frequently; to change his face-to-face interactions with his clients to some extent. His new approach is based on the premise that he is improving on some other dimension of the agency-product criterion, such as strengthening the personal coping behavior of the client. However, this would have to be demonstrated. An agency administrator valuing high numbers of cases rehabilitated might become unhappy with a learning experience which leads to a decline in number of cases rehabilitated, particularly when such learning experiences are unsupported with evidence as to their effect on other highly-valued dimensions of an ultimate agency-product criterion.

It is apparent that certain criteria for evaluating continuing educational learning experiences for a counselor in state VR agencies are the same criteria used to evaluate his job performance. Such criteria can be classified as (1) satisfactoriness criteria and (2) satisfaction criteria (Heron, 1954; Dawis, et al, 1964). Satisfactoriness criteria are those related to how satisfactorily the counselor is performing from the agency point of view. Is he producing enough rehabilitations? Does he schedule appropriate medical examinations? These are only two questions that might be asked in determining the level of satisfactoriness. Satisfaction criteria are those related to how satisfied the counselor is when he is performing his job. Such criteria would include expressed job satisfaction, and possibly the amount of counselor turnover. Both types of job performance criteria are probably related to each other, since the counselor who felt that agency satisfactoriness criteria were unreasonable would be apt to be dissatisfied, leave the agency, etc.

In developing job performance criteria for evaluating continuing educational learning experiences, consideration must be given to developing norms on criteria of satisfactoriness and satisfaction for each of the three instructional objectives areas: Concepts, skill(s), dispositions. When the criterion is ultimate in nature, the same criterion can be utilized for all three areas; when it is more immediate, it may be relevant to only one instructional objective. A discussion on certain critical aspects of developing norms is necessary to clarify problems in norm development as it relates to the continuing education of the rehabilitation counselor.

Models for Competence Norms

Models for developing norms are logical structures which lead to some procedure for "partitioning" objects or people (Flanagan, 1950). The essential goal of "partitioning" objects is to develop some idea of "quality", "mastery" or "competence" in the object or person being measured. The question of "precision" in the partitioning procedure is a critical one, and has led to various models and procedures for constructing norms. For example, the assignment of letter grades to students (A, B, C, etc.) assumes greater precision than pass/fail. The assignment of letter grades may be based on forcing a given class of students into a normal curve, constructed with their final examination scores. Students who score at various points in this curve receive a letter grade of some kind. The pass/fail approach may be based on their achieving a certain critical score on an examination. Those who achieve this score or more, pass. Those who do not, fail. One partitioning procedure is rooted in "relative" performance of all students. The other is rooted in the test performance itself, with a critical score established on some other ground besides relative student performance (Popham & Husek, 1969). The most suitable model for developing norms on criteria for continuing educational experiences, should develop pass/fail or what is labelled the "competence" norm for evaluation. This is particularly true in the current situation where little research and agreement on criteria, and the lack of trained manpower, requires the basing of criteria norms on grounds other than relative rankings of counselor performances within the inter-counselor performance.

The task of developing competence norms on job performance criteria, with known relationships to continuing educational experiences, raises two important questions.

B. Criteria of Satisfactoriness and Satisfaction

The criterion question has no simple answer when the job performance of the rehabilitation counselor in the state VR agency is involved (Muthard & Miller, 1966). To a great extent, the selection of ultimate criteria or standards for counselor performance requires value judgments, not empirical evidence. However, once a selection is made, empirical evidence must be collected which substantiates how well a counselor is meeting a given criterion if it is to be used to measure the effectiveness of continuing education. When no such norms are available, the alternatives are (1) to eliminate it as a criterion or (2) measure the components of the rehabilitation process that are thought necessary and that must exist _before_ desirable outcomes on the criterion are possible. That is, by indirect evidence on rehabilitation process components, the chances of certain outcomes on ultimate criteria can be maximized even though they are not measured directly. For example, suppose an agency defines an ultimate criterion for counselor performance as:

> Annually processing as many clients as possible into jobs which the clients find satisfying and perform satisfactorily. For this to occur at an acceptable rate among clients which are "closed--rehabilitated", there are components in the delivery process which must exist. Among others, these components include (1) development of a vocational plan with the client through individual interviews; (2) the purchase of outside services; (3) the intervention of the counselor with other agencies and the community where appropriate.

Once the ultimate criterion is stated, the intent is to norm the rehabilitation process components for developing a vocational plan, the purchase of outside services, and counselor-intervention behavior as necessary intermediate criteria. Such rather global criteria are further reduced to measurable and monitored dimensions of counselor performance; these are related to continuing educational experiences. In making the very important link between intermediate criteria and ultimate criteria it is highly desirable to collect data on ultimate criteria, at some point, to see if the pattern of current counselor job tasks (components in the delivery system) are achieving acceptable outcomes on the criterion.

Dawis, et al, (1969) demonstrated in a follow-up survey of clients given service by the Minnesota state VR agency that "at the time of follow-up (which, for some, was as long as five years after closure), 81% of the rehabilitated former DVR clients were employed, an increase of 53% over their employment rate at acceptance." These employed former DVR clients were, on the average, just as satisfied with their jobs as their co-workers, and, on the average, earned annual incomes that were only $450 lower than their co-worker counterparts. However, both the DVR clients and their co-workers had average annual incomes which were considerably lower (more than $2000 lower) than the average U.S. annual income ($7236 in 1968). These data on dimensions connected with the ultimate criterion for the Minnesota VR agency permit some knowledge of how well the current delivery of services is performing. If it is desired to maintain the current counselor job-task pattern, in order to maintain and possibly improve ultimate criterion outcomes such as presented above, continuing education can be related to counselor performance at the intermediate level.

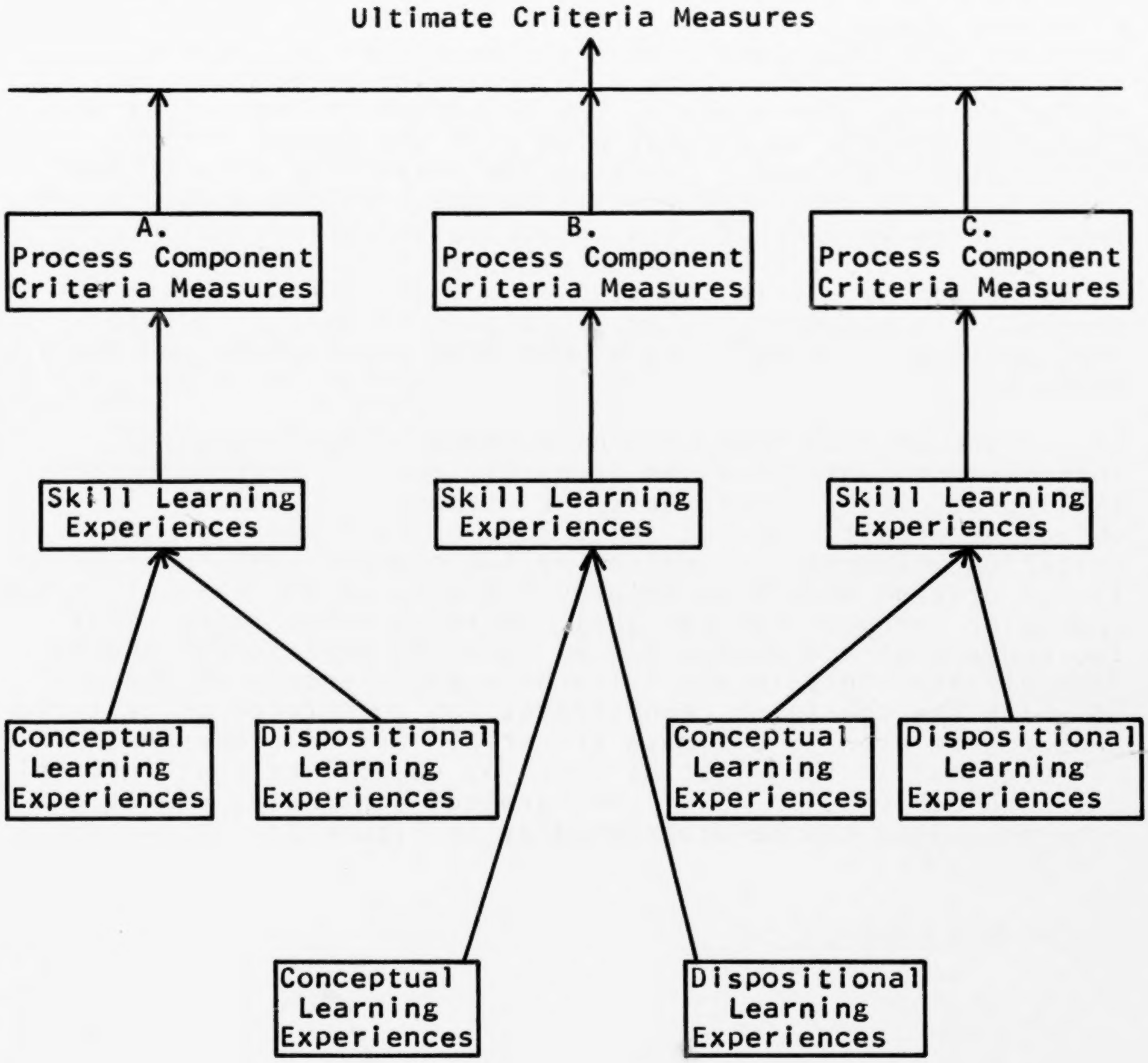
C. Measurement Problems

There is a difference between a criterion *concept* and a criterion *measure* (Cureton, 1951). A criterion measure reflects some important aspect of the criterion concept; it is the norm which exists with regard to performance on the criterion. For example, the criterion concept might be "development of a vocational plan with the client through individual interviews." A criterion measure of that concept might be, "Can successfully utilize the Dictionary of Occupational Titles in finding related occupations from a standardized set of client case-histories". If the counselor's skill in using the D.O.T. is selected as one criterion measure for developing a vocational plan, it begins to have immediate implications for continuing educational experiences and their content.

Although individual learning experiences must have instructional objectives as primarily concept development, skill/proficiency development, or disposition change, the objective of all training is to develop counselor job skills. Criterion measures for evaluating the overall continuing educational program should be related directly to the evaluation and counselor feedback for key *skill* learning experiences That is, conceptual and dispositional learning experiences should "funnel-into" certain skill learning experiences, at the end of which the counselor demonstrates job competence on criteria measures related to ultimate criteria. Criteria measures are hierarchical in form just as learning objectives are hierarchical when achieved in a well integrated, continuing educational program. This can be diagrammed as in Figure 2:

Figure 2

Hierarchy of Criteria In a Continuing Educational Program


Ultimate Criteria Measures
A. Process Component Criteria Measures
B. Process Component Criteria Measures
C. Process Component Criteria Measures
Skill Learning Experiences
Skill Learning Experiences
Skill Learning Experiences
Conceptual Learning Experiences
Dispositional Learning Experiences
Conceptual Learning Experiences
Dispositional Learning Experiences
Conceptual Learning Experiences
Dispositional Learning Experiences

Hopefully, it is clear that (1) intermediate criteria for counselor job performance, (2) the evaluations for key learning experiences in skill development, and (3) supervisor monitoring of the counselor's performance can all come together in the behavior of a given counselor with a given client. Typically, supervisors in VR settings monitor the case recordings of a counselor, the number of plans written in a period of time, the number of closures, etc. However, a structure of supervisory monitoring should be developed related directly to critical intermediate process criteria for counselor performance and be a part of key, skill-learning-experience feedback to counselors as well. This requires the training and involvment of VR supervisors in the continuing education of counselors, at least in critical skill-learning experiences. A more detailed discussion of this can be deferred to the subsection on _Problems in Measuring the Effects of Learning Experiences for Skill/Proficiency Development_, below.

Another critical aspect of measuring and monitoring counselor performance on intermediate rehabilititation process criteria is to demonstrate that content in the continuing educational program are related to competencies on such criteria. Two considerations in this regard are (1) content of material that all adult human beings (including counselors) can be expected to know without such training; (2) the norming of competence should be based on "specialized" behavior and not on behavior routinely exhibited by all adult human beings, whether or not they are counselors.

Counselors are busy people who cannot afford to spend time covering material which is "obvious", and ordinarily mastered prior to formal training. As counselors, they must perform many common-sense acts which stem from knowledge possessed by most adult human beings; to norm such behavior for competence on job-performance criteria would not allow any discrimination among those taking the training and those not taking such training. In the controversy which has developed around the use of support personnel and using the untrained person in lieu of the professional, trained person (Lucas & Wolfe, 1968; Truax, 1968), such considerations as these have generally been ignored. Training can be justified if related to (1) rapidity with which competence is achieved, (2) specialized behavior (e.g. acting in a "crisis"), or (3) rate of successful rehabilitations. These effects should not be obscured with poorly selected norms on criteria that do not require formal training.

Problems in Measuring the Effects of Learning Experiences for Concept Development

Typically, concept development in the formal learning situation is measured through content recall. The learner might be required to recall material through written examinations such as multiple-choice or essay tests as well as orally in recitation (Briggs, et al, 1967). Such examination procedures have often been condemned as leading to "mere empty verbalism" when divorced from an immediate opportunity for the learner to practice the concepts he has learned. The validity of this charge, particularly with regard to the adult human being, is difficult to establish (Ausubel, 1963). The design of such learning experiences can include skill or dispositional learning as a component of a more macro experience. This would allow the learner in a continuing educational program to apply at a position level, material presented at an occupational or job level. Since concept development can be effectively accomplished in relatively large groups, with an adherence to teaching-learning linkage, it would be unwise and much more expensive to incorporate a large component of concept development in skill or dispositional learning experiences that require costly "laboratory-type" settings. The basic problem is in measuring the effects of learning experiences for concept development on job-performance criteria which are not oriented toward counselor verbalizations as such. However, most norms developed on counselor job-performance criteria will include some counselor verbal response. For example, the counselor might be invited to discuss what he sees as a client problem, or his case recordings might be examined to develop some idea of his performance.

Counselor behavior, other than how he describes what he is doing, enters into evaluations of counselor performance at the conclusion of skill-learning experiences and into the setting of norms on rehabilitation process criteria. He must be evaluated with regard to how he uses concepts on which he bases his responses to clients during individual interactions, in contacts with employers, and when taking other actions. From such observations he might be instructed (given new concepts) to change parts of his behavior; but the primary intent is to change the behavior, not merely to provide him with new ways to describe his behavior.

Because of the "indirect" relationship between learning experiences for concept development and the measurement of job-performance criteria, evaluations of such learning experiences are confined primarily to counselor feedback on whether or not the content was understood.

Problems in Measuring the Effects of Learning Experiences for Skill/Proficiency Development.

The evaluation of job "skills" or "proficiencies" are based on a counselor's behavior more operational and global in nature than his verbalizations on what he knows or thinks he is doing. Almost any response he might make as a practicing counselor could enter into the evaluation process of some skill-learning experiences as well as the norming of job-performance criteria. The evaluation of skill-learning experiences is complicated by commonly recurring problems in the teaching of job skills, when the evaluative observations must be made of "global" job behavior. If the learning experience is a through-employment, clinical-practice type experience, content reliability may become a problem. For example, the counselor learner may be exposed to only a limited variety and range of clients, thus making impossible a valid evaluation of his job skills with a representative array of clients and client problems. On the other hand, if a simulated, "laboratory-type" learning experience with a contrived setting for evaluation is constructed, the problem arises of how well such simulation will result in transfer of learning to the counselor's actual work behavior.

In recent years, micro-teaching (Aubertine, 1967; Kallenbach, 1966) as well as micro-counseling (Ivey, et al, 1968) have been used to construct successful skill-learning experiences for teachers and counselors which successfully focus on individual important dimension of the over-all job skill being sought. This is consonant with the desirable teaching-learning link of single-concept presentation. The evaluation process is simplified when micro skill-learning experiences are utilized, since observation is restricted to only one component of the total pattern of behavior that is to be eventually developed. For example, a skill-learning experience could be restricted to the behavior of the counselor in his initial interviews with clients. The intent is to focus on specialized counselor behavior in initial interviews, not on counseling skill in general. Several such micro-learning experiences can focus on different aspects of counselor behavior and thus cover a whole range of subskills necessary for more global job skills.

Restricted micro-learning experiences for skill development, however, may not individually represent a global counselor job-performance criterion, such as "developing vocational plans." It is a difficult task to integrate and coherently relate several micro experiences to more general counselor performance. The effect of any one learning experience may not affect counselor competency in a complicated activity until a cumulative effect is achieved by several micro-learning experiences. For example, developing successful vocational plans with clients involves more than the initial-interview behavior of the counselor; several skills are involved and he may not perform well in developing vocational plans until he receives additional training in those several skills.

Finally, evaluation instruments for counselor job skills or proficiencies are apt to be crude indices or measures of global counselor skills. They usually involve the use of observer ratings or judgments which are subject to measurement error for many reasons (Guilford, 1954). The detection of training effects from micro-learning experiences is thereby even more remote due to "noise" in the evaluation process.

To offset such problems to some extent, a VR agency should (1) develop skill-learning experiences that are micro to the extent that fairly explicit measures of performance can be developed, (2) develop simulated experiences to supplement through-employment experiences, (3) involve counselor supervisors in a training program to provide more valid instruction in and evaluation of skill-learning experiences for their counselors.

Problems in Measuring the Effects of Learning Experiences for Dispositional Change.

The measurement of job-related, training effects from learning experiences designed for dispositional change is most difficult (Campbell & Dunnette, 1968). In a logical sense, there is a widespread agreement that worker "dispositions" influence work performance. On the other hand, research on relating worker dispositional traits to work performance (Super & Crites, 1962; Ghiseli, 1966) or the effects of various dispositional training experiences on work performance (Campbell & Dunnette, 1968) has produced conflicting, but primarily negative results. The use of crude instruments for measuring dispositional variables, the restriction of worker dispositional variability at the time of employment, the possibility of worker compensation through other dispositions, and just poor research design have all contributed to such results.

If the recommendation is followed that the role of learning experiences for dispositional change be limited in the continuing education of counselors in VR settings, the measurement problems connected with their outcomes will not be difficult. However, in maintaining counselor morale and job satisfaction, as well as in helping with job-related feelings that are a barrier in performing specific job-tasks, such experiences do have a role to play.

Although criteria of counselor satisfactoriness have received the most attention in the previous discussion on measuring continuing educational outcomes, criteria for counselor satisfaction must also be employed in measuring outcomes. It appears that dispositional learning experiences would have the most direct influence on counselor job satisfaction, as well as continuation on the job. Since the assumption is made that persons employed and retained as counselors are essentially free of disturbing interpersonal dispositions, desirable counselor dispositions toward specific job-tasks will probably come about as a result of adequate concept and skill learning experiences. When this does not occur, some consideration should be given to designing dispositional learning experiences which focus on counselor feelings, values, and attitudes that are related to performance of given job-tasks, such as contacting employers. In one sense, this type of dispositional learning experience would be a micro-learning experience as previously discussed. The intent would be to focus learning experience content on dispositional factors connected with a restricted job-task. As a result, micro-learning experiences for dispositional change would be easily incorporated with skill and conceptual learning experiences that are similarly restricted.

Certain dispositional learning experiences not specifically related to job-tasks could be designed to maintain counselor job-satisfaction, morale, and continuation on the job. Such experiences could be designed to allow counselors, supervisors, and administrators to share feelings and values, and to experiment with their behavior toward one another. Improved communication between levels of VR personnel, a greater sensitivity and empathy for each others' feelings and concerns, greater job satisfaction, and less counselor turn-over could result from well-designed dispositional learning experiences of this nature. Although changes on some agency-product criterion may not occur, e.g., more rehabilitations, barriers and friction within the agency structure itself might be reduced so that the agency becomes a more desirable place to work.

The instruments typically used in evaluating dispositional training are ratings by peers and supervisors, or self-revelatory devices such as questionnaires, or personality tests. Their susceptibility to error from various sources, which introduces "noise" in the evaluation of dispositional change, has already been mentioned in the previous sub-section. The evaluation of micro-learning for dispositional change as part of a more macro experience, utilizing conceptual and skill training, could be accomplished as part of the evaluation at the end of the skill-learning experiences.

An Illustrative Evaluation of Counselor Skill and Competency in Initial Interviewing

Suppose as part of the continuing educational program for counselor-client interaction, a VR agency developed the following three learning experiences.

Learning Experience 1: (Concept)	*Explaining Factors that Regulate Counselor-Client Exchanges during the Initial Interview*. The design of this learning experience might include (a) a list of appropriate readings, (b) the use of a resource lecturer, (c) discussion groups, and (d) the use of illustrative tape-recordings or video-tapes.
Learning Experience 2: (Dispositional)	*Understanding Yourself as a Part of Counselor-Client Exchanges during the Initial Interview* The design might include (a) role-playing, (b) group events where dispositional factors are discussed and experimented with, and (c) the making of tape recordings with clients for identification and critique of counselor dispositions that are operating.
Learning Experience 3: (Skill)	*The Practice of Counselor Behavior during the Initial Interview* This learning experience might require that the counselor make tape-recordings of initial interviews as well as complete a special critique form on each interview to explain his actions and plans. The tape recordings and forms would enter into the evaluation of his competence on one aspect of the criterion "developing a vocational plan."

To keep unproductive training time to a minimum, and to interfere least with the counselor's work schedule, these experiences should be based in district or area offices. The use of pre-packaged materials would allow many of the events to be performed by the counselor as he could fit them into his schedule. Group meetings to hear a lecture, discuss readings or deal with dispositional factors would be the only events requiring that several counselors be scheduled at the same time.

From the evaluative data generated during the skill-learning experience (Learning Experience 3), the counselor's competence could be measured, with recommendations that he repeat parts of such training if necessary. Once he is judged competent, re-evaluation in this area may not occur for a period of years. A cumulative training record card could be maintained on counselors to record training needs and plans for re-evaluation.

Critique forms for counselor-client interaction can be developed as part of a skill-learning experience. The purpose of such forms is to focus the attention of the supervisor and counselor-trainee on the behavior of the counselor as he is interacting with the client. Figure 3 is an illustration of one simple SCERC critique form that is to be tested in further research in The University of Iowa's Studies in the Continuing Education for Rehabilitation Counselors. This research, along with the current study, is discussed in Chapter 5.

Figure 3

SCERC Counselor-Supervisor Critique Form

Counselor Manifest Interview Behavior Schedule for Tape Recorded Observations

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Counselor: ______________________________ Date: __________

Interview Observed __________________ Segment: From _____ To _____

Client Characteristics: Sex _____ Age _____ Disability __________

Counselor Response	Problem
1. Declaration	1. Too long
2. Questions	2. Irrelevant
3. Switch	3. Premature
4. Reflection	4. Too late
5. Continuation Response	5. Poorly phrased
	6. Unnecessary
	7. Omitted
	8. Other

Counselor Response (circle as needed)	Problem (circle as needed)	Time of Response
1 2 3 4 5	1 2 3 4 5 6 7 8.....	__________________
1 2 3 4 5	1 2 3 4 5 6 7 8.....	__________________
1 2 3 4 5	1 2 3 4 5 6 7 8.....	__________________
1 2 3 4 5	1 2 3 4 5 6 7 8.....	__________________
1 2 3 4 5	1 2 3 4 5 6 7 8.....	__________________

Supervisor: ______________________________

Date: ______________________________

Recommendation: ______________________________

District or area supervisors in state VR settings could be trained in the use of such a critique form as part of a skill-learning experience for counselors. The cumulative training record card of counselors could reveal how many hours of supervised interaction the individual counselor has received. The forms, after being used in individual conferences between the supervisor and counselor, could be filed with the counselor's cumulative training record card to provide information on the counselor's more specific behavior in such supervised interaction during past periods. Even if the counselor were to be supervised in only five interactions with different clients in the course of a year, he could begin to recognize some of his most common mistakes, the points in the interview at which they are apt to occur, the type of client he is having most trouble with, and his needs for further training. Over the course of several years, the effects of such training and evaluation would become cumulative. The counselor's competence on a rehabilitation-process criterion could be expected to become more definitive as the training and evaluative record became more extensive. Relating the continuing education of rehabilitation counselors in state VR settings to outcomes on job-performance criteria is then a process, not a single event in time.

D. Summary and Guidelines for Research and Practice

In summary, relating continuing educational outcomes to job-performance criteria for the rehabilitation counselor in state VR settings is complicated by (1) lack of research and agreement on ultimate agency-product criteria, (2) relative independence among intermediate criteria of counselor performance, (3) difficulty in directly relating the effects of concept development and dispositional change to more global job-performance criteria, and (4) difficulty in constructing norms on job-performance criteria that are meaningful in some practical way.

Table 6
Recommendations for Research and Practice

Factors to Consider	Recommendations
1. Job-performance criteria for rehabilitation counselors are hierarchical, ranging from immediate to ultimate in scope.	A. Periodically, an agency should examine the products of its current delivery-of-services, to ascertain the viability of the system as a whole.
	B. Job components in the rehabilitation process, that are believed necessary for desirable outcomes on ultimate criteria should be normed for measuring the effects of continuing educational experiences.
2. Continuing educational experiences for rehabilitation counselors are hierarchical, and culminate in actual job skills.	C. The evaluation process for concept development and dispositional learning experiences should be primarily for learner feedback.
	D. The evaluation process for skill-learning experiences should be tied most directly to intermediate criteria for counselor performance on necessary rehabilitation-process components.
3. Norms on counselor job-performance must be meaningful in a practical way.	E. Competence norms, based on a "mastery concept" rather than "relative performance", should be developed.

	F. Competence norms should focus on specialized, job-oriented skill in rehabilitation-process components not ordinarily possessed by most adult human beings.
	G. Counselor evaluation on job-performance criteria should be a cumulative process, not a single event in time.
	H. Micro skill experiences that allow the development of explicit competence in rehabilitation-process components should be developed.
4. Job-performance criteria for rehabilitation counselors can be criteria of satisfactoriness or satisfaction.	I. Statistical treatment of evaluative data should be primarily descriptive. Statistical help can be purchased after a basis for competence norms is established.
	J. Dispositional learning experiences, primarily for intra-agency communication and functioning, should be measured on criteria of counselor satisfaction. Dispositional learning experiences, focusing on the performance of a specific job-task, should be measured as part of a skill experience.

V. Studies in Continuing Education for Rehabilitation Counselors: Past, Present, Future

A. Background of Project

The continuing education of the rehabilitation counselor in state VR agencies has been and continues to be a matter of increasing concern (Vocational Rehabilitation Administration, 1966; Harbridge House, 1963). It can be expected that as agencies employ greater numbers of untrained counselors and support people (Lucas & Wolfe, 1968), and assume new rehabilitation missions with disadvantaged persons and others, the concern and problems connected with agency continuing educational programs will be greatly magnified. The program, Studies in Continuing Education for Rehabilitation Counselors (SCERC), was begun at The University of Iowa in September, 1966, to aid in finding some answers to the growing problems in VR-agency continuing educational efforts.

In the first year of the project, an ongoing review of the literature made it increasingly apparent that comparing different training formats for concept development in rehabilitation counselors would not be productive. Earlier research on training formats had documented the complexity of the many variables which leads to results not definitive in any practical sense. Chapter III of this monograph presents a more detailed explanation of why this is so.

The SCERC research staff decided to build, as an initial study, an experimental approach to concept development in the rehabilitation counselor which could be easily implemented in an agency continuing educational program. In addition, it was to be constructed according to what was already known from learning theory about teaching-learning linkage. Finally, the approach was to be tested in state VR agency settings in order:

1. To develop information on how selected counselor, district office and state characteristics are related to knowledge gains and supervisory ratings of counselor performance in such a planned continuing educational approach;

2. To compare this approach to continuing education with what is currently available as inservice training in agency settings;

3. To provide a long-term test situation for developing new training material formats, for evolving effective training materials through feedback from counselors and evaluations of their performance.

B. Method in Current Study

Development of Learning Units

The SCERC approach to concept development for counselors in state VR agencies involves a series of 30 learning units. Each unit consists of a tape-recorded auditory presentation, with printed supplements requiring counselor responses that are keyed to the auditory component. Once a counselor has finished a learning unit, he may keep the printed supplements for later review. The units are relatively independent of each other and, for the most part, can be taken in any sequence. Each unit focuses as much as possible on only one topic of relevance to the work of the counselor. Each unit generally requires no more than an hour to complete.

From an initial list of 112 topics, the training directors from the three states providing the field testing (Illinois, Iowa, Minnesota) helped select the thirty topics that were finally developed into learning units; they did this by ranking topics by the degree of relevance for their agency. The topics covered in the final set of thirty learning units are presented in Appendix A.

In constructing each learning unit, the teaching-learning links are incorporated as much as possible. In the beginning of each unit, advance organizers are included in an attempt to present the learner with an overview of what is to follow. Content is both heard and seen, particularly when diagrams or schema can help clarify the auditory presentation. The learner is asked to respond to printed questions or solve problems when these are appropriate.

Prior to taking any learning units, counselor subjects were given a 300-item information test. The 300-item test was composed of thirty subtests, made up of ten key questions on each learning unit. Each counselor received a profile of his learning unit test scores, indicating which units covered material with which he was relatively unfamiliar. This feedback allowed counselors to "section" themselves and avoid unit content they already understood or had mastered.

Each counselor in offices where the learning units were installed also received a loose-leaf type of catalog which contained instructions on how to take learning units, a description of content in each unit, and provided a place to store notes and printed supplements after taking a learning unit.

A learning unit evaluation form was developed (see Appendix B) to be completed by counselors after taking a learning unit. This form provides the counselor and the SCERC research staff with the means to assess various dimensions of of the content and presentation. Such forms are mailed periodically to SCERC headquarters at The University of Iowa.

Selection and Development of Field Test Sites

The state-federal rehabilitation agencies in Illinois, Iowa and Minnesota were involved in providing field testing of the learning-unit approach. These states were selected primarily because of (1) relatively close proximity to SCERC headquarters, (2) being medium-sized (100-150 counselor agencies), and (3) willingness to cooperate. The directors and training directors from these three states were made acquainted with the project's broad outlines at a three-day conference at The University of Iowa. The conference provided the SCERC staff with much feedback on relevant topics for development, as well as probable problems in data collection. At the conclusion of the conference, training directors were provided with materials for explaining the project to district or area supervisors as well as to the counselors in their states.

From district or area offices where the supervisors and counselors volunteered to participate in the study, the SCERC staff designated seventeen offices as "treatment" offices and fourteen as "control". A list of the treatment and control offices are given in Appendix C. The designation of offices as "treatment" or "control" was accomplished after supervisors completed a questionnaire (see Appendix D) giving personal data on the supervisor and his office. From these data, a relatively comparable group of urban-rural offices, trained-untrained supervisors, and trained-untrained counselors were assigned to the treatment and control groups. The treatment offices received the set of thirty learning units after the initial testing of counselors was accomplished; the control offices, of course, did not. Treatment offices currently have a total of 29 supervisors and 109 counselors. Since the learning units are being monitored for an entire year, December 1968 to December 1969, the number and identity of supervisors and counselors fluctuates as personnel leave or change jobs.

For each office participating in the study, a Research Helper was trained at a central meeting held in each of the three states. The treatment office Research Helpers, usually a senior clerk in the office, were instructed in (1) in managing the learning units, (2) the testing of counselors, particularly new counselors in the office, and (3) the reporting of results to SCERC headquarters. Control office Research Helpers received similar instruction except for managing the learning units. Each Research Helper also received a manual which provided written instructions for reference when back in the office. Research helpers are being paid a token honorarium for their participation in the project.

Testing and Data Collection in Initial SCERC Study

An overview of the sequence in data collection during the initial SCERC study is provided in Table 7.

Table 7
An Overview of Data Collection in the Initial SCERC Study

Instruments Administered	Completed on	Time of Administration
1. Minnesota Importance Questionnaire (Weiss, et al, 1964)	All counselors in treatment and control offices	When entering into project
2. Wonderlic Personnel Test (Wonderlic, 1967)	All counselors in treatment and control offices	When entering into project
3. Adjective Checklist (Gough, 1952)	All counselors in treatment and control offices	When entering into project
4. Counselor Questionnaire (see Appendix E)	All counselors in treatment and control offices	When entering into project

5. SCERC Information Test	All counselors in treatment and control offices	(a) When entering into project, (b) at the end of of six months, June 1969, (c) at the end of project year, December 1969
6. Supervisory Ratings (See Appendix F)	All counselors in treatment and control offices	(a) When entering into project (b) at the end of six months, June 1969, (c) at the end of project year, December 1969
7. Cumulative training record card (see Appendix G)	All counselors in treatment and control offices	Maintained over the course of of entire project year by Research Helpers
8. Learning Unit Evaluation Forms (see Appendix B)	Counselors in treatment offices	After counselor completes a learning unit
9. Case file data, such as number of closures, plans, etc.	All counselors in treatment and control offices	Collected periodically
10. Supervisor's Questionnaire (see Appendix D)	All supervisors in treatment and control offices	When entering into study

As stated earlier in this Chapter, data collected during this initial SCERC study will be utilized to provide information on (1) how selected counselor, district office, and state characteristics are related to knowledge gains and supervisory ratings of counselor performance in such a planned, continuing educational program, (2) how this approach to continuing education compares with what is currently available as inservice training in agency settings, and (3) how to develop a long-term test situation for developing new training material formats for evolving effective training materials, through feedback from counselors and evaluations of their performance.

As Table 7 indicates, data collection in this initial SCERC study proceeds throughout the year. Except for the completion of Learning Unit Evaluation Forms (which are part of the treatment), counselors in both treatment and control offices are tested and other data are collected on them in a similar manner. Whenever a counselor is promoted to supervisor or leaves a treatment office, he is dropped from the study at that point. Whenever a counselor is recruited or transfers into a treatment office he is allowed to begin taking learning units after the initial battery of instruments are completed. Counselors who are recruited during the study year in control offices also complete the instruments for the study.

Research Helpers, on a quarterly basis, mail reproductions of the Cumulative Training Record Card to SCERC headquarters. Such cards are a record of all training that counselors might be taking during the study year; for counselors in treatment offices, this includes SCERC learning units. A duplicate set of Cumulative Training Record Cards are maintained at SCERC headquarters by posting from these quarterly reports.

All data are being processed in a form which allows analysis on electronic equipment. Results of these analyses will be made available in future SCERC reports.

C. Future Plans

The initial SCERC study has focused on conceptual development in the continuing education of rehabilitation counselors in state VR settings. It is planned to develop an approach to a skill-learning experience for counselors in such settings, which will focus on the initial interview behavior of counselors, and be designed according to teaching-learning linkage. This learning experience will involve (1) training a selected group of supervisors in the three-state test area, (2) using several learning units already developed on counseling concepts from this initial study and others, and (3) incorporating tape recorded observations of counselor behavior as a component of the learning experience. In utilizing the same three-state (Illinois, Iowa, and Minnesota) test area, much of the data collected during the initial study will have application in this future study as well. It is planned that such skill-learning experience will be tested in the field during the 1970 calendar year.

Epilogue

The continuing education of rehabilitation counselors is an area of great importance and concern. The many problems as well as potential benefits in an effective program of continuing education merit broad programs of research and information exchange. The SCERC staff welcomes inquiries and information from researchers and administrators on in-service training projects they might currently be engaged in or contemplating. Written communications should be addressed to:

SCERC
College of Education
Rehabilitation Counseling Program
East Hall
The University of Iowa
Iowa City, Iowa 52240

American Medical Association, Continuing education courses for physicians, *Journal of the American Medical Association*, 197, 6, 421-505, 1966.

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APPENDIX A

SCERC RESEARCH AND TRAINING PROJECT
THE UNIVERSITY OF IOWA

Unit No.	Title
1-001	Job Analysis in Placement
1-002	Intelligence Tests
1-003	Interest Tests
1-004	Scholastic and Achievement Tests
1-005	Multiple Aptitude Tests I
1-006	Personality Tests
1-008	Assessing Client Work Information
1-009	Understanding Norms
1-010	Understanding Basic Statistics
1-011	Understanding Medical Terminology
1-012	Anatomy & Physiology I
1-013	Anatomy & Physiology II
1-014	Anatomy & Physiology III
1-015	The Arthritides
1-016	Psychological Aspects of Disabilities
1-017	Priviledged Communication
1-018	Multiple Aptitude Tests II
2-001	Initial Interview
2-002	Collecting Information From the Client
2-003	Test Interpretation
2-004	Using Occupational Information
2-005	Dealing with the Third Person
2-006	Dealing with Dependent and Hostile Clients
2-008	Dealing with the Mentally Retarded Client
2-009	Counseling Stratagies: A Developmental Model
2-010	Dev. Client Explor. Behavior and Voc. Planning
2-011	Client Task Assignment and Follow-up
3-001	Occupational Information
3-002	Pre-Vocational Evaluation
3-003	Placement in Vocational Rehabilitation

APPENDIX B

University of Iowa
SCERC Learning Unit Evaluation Form

Counselor's Name________________________ Office Location (Town)________________________

Code Identification of Unit Just Completed________________ Date________________________

Each time an individual completes a Learning Unit in the SCERC project being conducted by the University of Iowa, this Critique Form is to be completed and given to the Research Helper at the local agency office. She will forward it to the University of Iowa. The purpose of the critique is to help the University staff evaluate the Learning Unit and possibly revise it. Please check the statements below that come nearest to expressing the way you feel.

	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Item Comments
1. What was covered in this Learning Unit will be useful in the work of a Rehab. Counselor. . . .	________:	________:	________:	________:	________	
2. The speed with which the ideas were presented in this unit was about right	________:	________:	________:	________:	________	
3. This Learning Unit was easy to understend . . .	________:	________:	________:	________:	________	
4. The supplement(s) helped to make this Learning Unit effective. . .	________:	________:	________:	________:	________	
5. Overall, the method of presentation of this topic was effective . .	________:	________:	________:	________:	________	

6. What other general evaluative comments do you have concerning this Learning Unit?

APPENDIX C

TREATMENT OFFICES

ILLINOIS

Alton

Carbondale

Jacksonville

Mount Prospect

Rockford

Rock Island

Springfield

IOWA

Council Bluffs

Davenport

Des Moines District Office

Fort Dodge

Oakdale

Waterloo

MINNESOTA

Mankato

Minneapolis

St. Cloud

St. Peter

CONTROL OFFICES

ILLINOIS

Belleville

Chicago Heights

Peoria

Quincy

IOWA

Cedar Rapids

Des Moines Center

Ottumwa

Sioux City

MINNESOTA

Duluth

Brainerd

Rochester

Virginia

APPENDIX D

University of Iowa
SCERC SUPERVISOR QUESTIONNAIRE

(Confidential)

General Information

1. Name____ 2. Date________________________

3. Office____ State________________________

4. Age________________________________

5. Marital Status:

___ Single
___ Married
___ Separated or Divorced
___ Widowed

6. Sex: Male_____ Female_____

Educational Information

7. Educational level you achieved:

___ Completed High School
___ Some College
___ Completed College
___ Some Post Graduate M.A.___ M.A. Plus____
___ Ph.D./Ed.D.

8. Date first degree granted____

9. Date last degree granted____

10. Undergraduate major____

11. Major field in graduate school____

12. What was your undergraduate grade point average (based on a 4-point scale)?_____

13. Which of the following describes the extent to which the current inservice training program for supervisors helps you in performing your job.

___1. Rarely
___2. Sometimes
___3. Frequently
___4. Generally
___5. Almost Always
___6. No inservice training program offered by the agency for supervisors.

14. What formal training have you taken in the past calendar year?

___1. Work in a local college or university, e.g. class work or correspondenc
___2. Workshops or institutes
___3. Taken no formal training
___4. Other (specify)____

Employment Information

15. Years of experience in all types of counseling or personnel work.__________

16. Years of experience as a rehabilitation counselor.____________________

17. Years of experience as a rehabilitation counselor in a D.V.R. setting.______

18. How many years have you worked as a supervisor in a state rehabilitation agency?______________

19. How many counselors do you supervise?________________

20. On the average, in an ordinary month, how many scheduled personal interviews does each counselor have with you for help with job-related problems?

____

21. On the average, in an ordinary month, how many scheduled group meetings do you have with your counselors for help with job-related problems?

____

22. On the average, to what extent do you think your consultation with counselors is of major help in their solving job-related problems?

____ 1. Rarely
____ 2. Sometimes
____ 3. Frequently
____ 4. Generally
____ 5. Almost Always
____ 6. I do not consult with counselors

23. What is the population of the area served by your office?_________________

24. How many clients have been closed rehabilitated by your office during the year ending June 30, 1968?

____

25. Do you have an office library that is indexed and available to counselors?

Yes_____ No_____

26. What inservice training programs are available to counselors in your office?

____ Class work in a local college or university
____ Workshops or institutes
____ Correspondence courses
____ Other (specify)____
____ None

27. How many resource people have you used for the inservice training of your counselors during the past year?

____

28. For counselors to get promotions (or pay increase) in your agency, rank the following items ("1" equals most important, etc.):

____1. Being in the right place at the right time.
____2. Conforming and playing politics.
____3. Engaging in further training.
____4. Producing 26-Closures.
____5. Having a master's degree in Rehabilitation Counseling.

29. Which professional meetings did you attend during the last year? Check those which apply)

	None	APA	APGA	ARCA	NRA	NRCA	NASW	Other (specify)
State	___	___	___	___	___	___	___	____________________
Regional	___	___	___	___	___	___	___	____________________
National	___	___	___	___	___	___	___	____________________

30. In which professional groups have you held office?____________________________

31. What professional journals do you read?

I thoroughly read____

I casually read____

32. All things considered, which of these statements comes nearest to expressing the way you feel about your job?

____ I like it
____ I am indifferent to it
____ I dislike it

33. How much of the time do you feel satisfied with your job?

____ All of the time
____ Most of the time
____ A good deal of the time
____ About half of the time
____ Occasionally
____ Seldom
____ Never

SEND COMPLETED FORM TO:

Studies In Continuing Education for Rehabilitation Counselors
College of Education
University of Iowa
311 Grand Avenue
Iowa City, Iowa
52240

University of Iowa
S C E R C COUNSELOR QUESTIONNAIRE
(Confidential)

General Information

1. Name____ 2. Date____________________

3. District Office________________________________State______________________

4. Age_____________________

5. Marital Status:

____ Single
____ Separated or Divorced
____ Married
____ Widowed

6. Sex: Male____ Female____

7. Father's Occupation:

____ Professional or Managerial
____ Skilled
____ Semiskilled
____ Unskilled

8. Father's Education:

____ Grade School
____ Some High School
____ Completed High School
____ Some College
____ Completed College
____ Post Graduate

Educational Information

9. Educational Level You Achieved: (check)

____ Completed High School
____ Some College
____ Completed College
____ Some Post Graduate M.A.____ M.A. Plus____
____ Ph.D./Ed.D.

10. Date first degree granted____

11. Date last degree granted____

12. Undergraduate major____

13. Major field in Graduate School____________________________________

14. What was your undergraduate grade point average (based on a 4-point scale)?____

15. What formal training have you taken in the past calendar year?

____ 1. class work in a local college or university
____ 2. workshops or institutes
____ 3. correspondence course work
____ 4. formal training
____ 5. other (specify)____

16. In being promoted (or getting a pay increase) in your agency, how would you rank the following items ("1" equals most important, etc.).

____ Being in the right place at the right time.
____ Conforming and playing politics
____ Engaging in further training.
____ Producing 26-closures.
____ Having an M.A. degree in Rehabilitation Counseling.

17. The following describes the extent to which the total current inservice training program helps me in performing my job:

___1. Rarely ___2. Sometimes ___3. Frequently ___4. Generally ___5. Almost Always

18. For each activity listed below, circle a letter to indicate how well your previous training, from different sources, has helped you in performing that activity:

A - Not Helpful
B - Of Very Limited Help
C - Usually Helpful
D - Very Helpful
E - Have had no training/experience in this

Training taken from a college person	Training taken from an agency person	Experience on-the-job	
A B C D E	A B C D E	A B C D	1. Finding a specific job for a client.
A B C D E	A B C D E	A B C D	2. Dealing in face-to-face contacts with client's emotions.
A B C D E	A B C D E	A B C D	3. Using test results to guide a client.
A B C D E	A B C D E	A B C D	4. Using medical reports to guide a client.
A B C D E	A B C D E	A B C D	5. Dealing in face to face contacts with client unrealism in job choice(s).
A B C D E	A B C D E	A B C D	6. Being able to formulate a plan from client information.
A B C D E	A B C D E	A B C D	7. Being able to handle personal problems and prejudices in work situations.
A B C D E	A B C D E	A B C D	8. Using psychological reports to guide clients.
A B C D E	A B C D E	A B C D	9. Reading and understanding research reports.
A B C D E	A B C D E	A B C D	10. Maintaining productive contact with referral sources and other professionals.

19. How many books, which you use on your job, do you have in your personal library?____________

Employment Information

20. Years of experience in all types of counseling or personnel work__________

21. Years of experience as a rehabilitation counselor or worker__________

22. Years of experience as a rehabilitation counselor in this agency__________

23. In an ordinary work month, as part of your job, how many miles do you drive?

____

24. Taking your total weekly working hours into account, please rank the following activities according to the amount of time you spend on each. (Give that activity taking the most of your time a rank of 1 and the least a rank of 4, etc.)

____ 1. Face-to-face contacts with clients

____ 2. Locating jobs, developing referral sources, and related community work

____ 3. Contacting other professionals (social workers, etc.)

____ 4. Recording, administrative meetings, etc.

25. On the average, how many hours each month do you put into inservice training activities?______________

26. To what extent does your supervisor help you with job-related problems?

____ 1. Rarely
____ 2. Sometimes
____ 3. Frequently
____ 4. Generally
____ 5. Almost Always

27. Which professional meetings did you attend during the last year? (Check those which apply.)

	None	APA	APGA	ARCA	NRA	NRCA	NASW	Other (specify)
State	___	___	___	___	___	___	___	__________
Regional	___	___	___	___	___	___	___	__________
National	___	___	___	___	___	___	___	__________

28. In which professional groups have you held office?____________________________

29. What professional journals do you read?

I thoroughly read____

I casually read____

30. All things considered which of these statements comes nearest to expressing the way you feel about your job?

____ I like it.
____ I am indifferent to it.
____ I dislike it.

31. How much of the time do you feel satisfied with your job?

____ All of the time.
____ Most of the time.
____ A good deal of the time.
____ About half of the time.
____ Occasionally.
____ Seldom.
____ Never.

SCERC Supervisory Rating Blank

Supervisor's Name____________________

An important aspect of the Studies in the Continuing Education of Rehabilitation Counselors is periodic supervisory ratings of counselor performance. An attempt has been made to make such ratings as easy as possible, without sacrificing undue accuracy. To complete such ratings, please take the following steps:

1. List the names of all counselors you supervise in the center spaces provided on the rating sheet.

2. You are asked to rate each counselor on five dimensions of his performance.

    ____ A = In getting along with co-workers and supervisors
    ____ B = In managing his time and caseload well
    ____ C = In communicating his ideas well, both verbal and written
    ____ D = In making effective use of other resources (community and professional)
    ____ E = In acting on his own to increase professional knowledge and skill

3. For each dimension, (A through E), evaluate how much improvement, if any, the counselor needs at the current time. Needed Improvement is defined as:

    No Improvement = In supervising this counselor, you found no instances in which he has not performed as you expected.

    Some Improvement = In supervising this counselor, you found a few instances in which he has not performed as you expected.

    Much Improvement = In supervising this counselor, you found many instances in which he has not performed as you expected.

4. Make a check (X) in the appropriate box indicating the needed improvement for each dimension.

5. After rating your counselors, please use the spaces in front of each dimension in step 2 above, to rank order them in terms of how important you think they are for getting the rehabilitation counselor's job done. (That activity which is most important is ranked "1"; next most important "2", etc.)

A=In getting along with co-workers and supervisors
B=In managing his time and caseload well
C=In communicating his ideas well, both verbal and written
D=In making effective use of other resources (community & professional)
E=In acting on his own to increase professional knowledge and skill.

A	B	Needs:	Counselor	C	D	E	Needs:
☐	☐	No Improvement	8. ____________	☐	☐	☐	No Improvement
☐	☐	Some Improvement		☐	☐	☐	Some Improvement
☐	☐	Much Improvement		☐	☐	☐	Much Improvement
☐	☐	No Improvement	9. ____________	☐	☐	☐	No Improvement
☐	☐	Some Improvement		☐	☐	☐	Some Improvement
☐	☐	Much Improvement		☐	☐	☐	Much Improvement
☐	☐	No Improvement	10. ____________	☐	☐	☐	No Improvement
☐	☐	Some Improvement		☐	☐	☐	Some Improvement
☐	☐	Much Improvement		☐	☐	☐	Much Improvement
☐	☐	No Improvement	11. ____________	☐	☐	☐	No Improvement
☐	☐	Some Improvement		☐	☐	☐	Some Improvement
☐	☐	Much Improvement		☐	☐	☐	Much Improvement
☐	☐	No Improvement	12. ____________	☐	☐	☐	No Improvement
☐	☐	Some Improvement		☐	☐	☐	Some Improvement
☐	☐	Much Improvement		☐	☐	☐	Much Improvement
☐	☐	No Improvement	13. ____________	☐	☐	☐	No Improvement
☐	☐	Some Improvement		☐	☐	☐	Some Improvement
☐	☐	Much Improvement		☐	☐	☐	Much Improvement
☐	☐	No Improvement	14. ____________	☐	☐	☐	No Improvement
☐	☐	Some Improvement		☐	☐	☐	Some Improvement
☐	☐	Much Improvement		☐	☐	☐	Much Improvement

APPENDIX G

Side 1
State ______

Office ______

Name of Counselor ______
Social Security Number ______
First Pretest Taken (Date) ______
Second Pretest Taken (Date) ______

SCERC
Rehabilitation Counselor's Cumulative Training Record*

Instructional Areas	Record of SCERC Learning Units Checked Out and Completed																								
I Information Processing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
II Counselor-Client Interaction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
III Resource Procurement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
IV Administration Work	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
V Miscellaneous	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Do not use the spaces below.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______

---

* See *SCERC Directions for Maintaining Rehabilitation Counselor's Cumulative Training Record*

Side 2

SCERC

Rehabilitation Counselor's Cumulative Training Record*

Counselor's Name ______________________ Social Security Number ______________________

Monthly Log of Other Training
1968-69

Areas of Training	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. Training in the Use of Measurement Concepts (Statistics, Tests, Projectives)												
2. Training in Interviewing or Counselor/Client Interaction (Counseling Theory, Practice, Interviewing Skills)												
3. Training in Skills for Interacting With Business or Community (Job Analysis, Labor Conditions, Placement, Public Relations)												
4. Training in Understanding Human Behavior Generally (Psychology, Sociology)												
5. Training in the Use of Physio-Medical Concepts (Diseases, Disabilities, Biology, Physiology)												
6. Training to Develop Personal Attributes (Public Speaking, Thinking More Clearly)												
7. Administration												
8. Other												

Record hours in upper left; method code in lower right of rectangle

Code for recording method of training

C College (class-correspondence)
W Workshop or Institute
A Agency Training (training by the agency)

* See *SCERC Directions for Maintaining Rehabilitation Counselor's Cumulative Training Record*